

St. Joseph's College
New York

Graduate Catalog
2015-2016

2015-2016 Graduate Catalog



2015-2016 Graduate Catalog



St. Joseph's College, NY

2015-2016 Graduate Catalog

SJC Brooklyn

245 Clinton Avenue

Brooklyn, NY 11205-3688

718.940.5800

SJC Long Island

155 West Roe Boulevard

Patchogue, NY 11772-2325

631.687.5100

SJC Online

155 West Roe Boulevard

Patchogue, NY 11772-2325

631.687.5100

Notwithstanding anything contained in this catalog, the College administration expressly reserves the right, where it deems advisable,

1. to change or modify its schedule of tuition and fees, and
2. to withdraw, cancel, reschedule or modify any course, program of study or degree, or any requirement in connection with any of the foregoing.

Notice of Nondiscrimination Policy as to Students

It is the policy of St. Joseph's College not to discriminate on the basis of race, color, religion, sex, national or ethnic origin, age, handicap, or marital status in its educational programs, admissions policies, employment policies, financial aid or other school administered programs. This policy is implemented in compliance with all applicable federal, state, and local statutes or regulations. Inquires regarding this policy should be addressed to Compliance Coordinator, St. Joseph's College, 245 Clinton Ave., Brooklyn, NY 11205- 3688.



Catalog Search

S

Advanced Search

CATALOG HOME
INSTRUCTIONAL PROGRAMS
CURRICULAR OFFERINGS
SJC ONLINE PROGRAMS
COURSE DESCRIPTIONS
ACADEMIC LIFE
ADMISSION AND FINANCES
THE COLLEGE
REGISTERS

CONNECT

SJC BROOKLYN

245 Clinton Avenue • Brooklyn, NY 11205 • 718.940.5300

Home | About | Admissions | Academics | Student Life | Library | Athletics | Alumni | Giving | MySJC Portal | Privacy Policy

SJC ONLINE

155 West Roe Boulevard • Patchogue, NY 11772 • 631.687.4514

Home | Programs | Admissions | FAQs | Affordability | Credit for Experience | Military & Veterans | Privacy Policy



Instructional Programs



Enrollment in other than registered or otherwise approved programs may jeopardize a student’s eligibility for certain student aid awards. The following programs have been registered by the New York State Education Department.

For more information on these programs, including HEGIS Codes, CIP Codes and degrees awarded, please click on Inventory of Registered Programs below:

- Instructional Programs for SJC Brooklyn and SJC Long Island [Inventory of Registered Programs](#)

Masters

- [Accounting, M.B.A.](#)
- [Childhood or Adolescence Special Education with an Annotation in Severe and Multiple Disabilities, M.A.](#)
- [Creative Writing, M.F.A. \(SJC Brooklyn\)](#)
- [Educational Leadership with Critical Consciousness, M.A.](#)
- [Executive M.B.A.](#)
- [Health Care Management, M.B.A.](#)
- [Health Care Management—Health Information Systems Concentration, M.B.A.](#)
- [Human Services Leadership, M.S.](#)
- [Infant/Toddler Early Childhood Special Education, M.A. \(SJC Long Island\)](#)
- [Literacy and Cognition, M.A.](#)
- [Literacy/Cognition and Special Education, M.A.](#)
- [Management, Health Care Management Concentration, M.S.](#)
- [Management, Human Resources Management Concentration, M.S.](#)
- [Management, Organizational Management Concentration, M.S.](#)
- [Mathematics Education, M.A. \(SJC Long Island\)](#)
- [Nursing, Adult Gerontology Clinical Nurse Specialist, M.S.](#)
- [Nursing, Clinical Nurse Specialist in Adult Health Concentration, M.S.](#)
- [Nursing, Nursing Education Concentration, M.S.](#)

Advanced Certificate

- [Applied Behavior Analysis Advanced Certificate](#)
- [Health Care Management Advanced Certificate](#)

Catalog Search

S

Advanced Search

CATALOG HOME
INSTRUCTIONAL PROGRAMS
CURRICULAR OFFERINGS
SJC ONLINE PROGRAMS
COURSE DESCRIPTIONS
ACADEMIC LIFE
ADMISSION AND FINANCES
THE COLLEGE
REGISTERS

- [Human Resources Management Advanced Certificate](#)
- [Human Services Leadership Advanced Certificate](#)
- [Management of Health Information Systems Advanced Certificate](#)
- [School Building Leader, Advanced Certificate](#)
- [School District Leader, Advanced Certificate](#)



The mission of St. Joseph's College is to provide a strong academic and value-oriented education at the undergraduate and graduate levels, rooted in a liberal arts tradition that supports provision for career preparation and enhancement.

CONNECT

SJC BROOKLYN

245 Clinton Avenue • Brooklyn, NY 11205 • 718.940.5300

[Home](#) | [About](#) | [Admissions](#) | [Academics](#) | [Student Life](#) | [Library](#) | [Athletics](#) | [Alumni](#) | [Giving](#) | [MySJC Portal](#) | [Privacy Policy](#)

SJC LONG ISLAND

155 West Roe Boulevard • Patchogue, NY 11772 • 631.687.5100

[Home](#) | [About](#) | [Admissions](#) | [Academics](#) | [Student Life](#) | [Library](#) | [Athletics](#) | [Alumni](#) | [Giving](#) | [MySJC Portal](#) | [Privacy Policy](#)

SJC ONLINE

155 West Roe Boulevard • Patchogue, NY 11772 • 631.687.4514

[Home](#) | [Programs](#) | [Admissions](#) | [FAQs](#) | [Affordability](#) | [Credit for Experience](#) | [Military & Veterans](#) | [Privacy Policy](#)

ENGAGE



Curricular Offerings



Graduate Studies

Child Study and Education

Go to information for this department.

Programs

Advanced Certificate

- Applied Behavior Analysis Advanced Certificate
- School Building Leader, Advanced Certificate
- School District Leader, Advanced Certificate

Master of Arts

- Childhood or Adolescence Special Education with an Annotation in Severe and Multiple Disabilities, M.A.
- Educational Leadership with Critical Consciousness, M.A.
- Infant/Toddler Early Childhood Special Education, M.A. (SJC Long Island)
- Literacy and Cognition, M.A.
- Literacy/Cognition and Special Education, M.A.

Creative Writing

Go to information for this department.

Programs

Master of Fine Arts

- Creative Writing, M.F.A. (SJC Brooklyn)

Graduate Management Studies

Go to information for this department.

Programs

Advanced Certificate

- Health Care Management Advanced Certificate
- Human Resources Management Advanced Certificate
- Management of Health Information Systems Advanced Certificate

Catalog Search

S

Advanced Search

CATALOG HOME
INSTRUCTIONAL PROGRAMS
CURRICULAR OFFERINGS
SJC ONLINE PROGRAMS
COURSE DESCRIPTIONS
ACADEMIC LIFE
ADMISSION AND FINANCES
THE COLLEGE
REGISTERS

Master of Business Administration

- [Accounting, M.B.A.](#)
- [Executive M.B.A.](#)
- [Health Care Management, M.B.A.](#)
- [Health Care Management—Health Information Systems Concentration, M.B.A.](#)

Master of Science

- [Management, Health Care Management Concentration, M.S.](#)
- [Management, Human Resources Management Concentration, M.S.](#)
- [Management, Organizational Management Concentration, M.S.](#)

Human Services Leadership

Programs

Advanced Certificate

- [Human Services Leadership Advanced Certificate](#)

Master of Science

- [Human Services Leadership, M.S.](#)

Mathematics and Computer Science

Programs

Master of Arts

- [Mathematics Education, M.A. \(SJC Long Island\)](#)

Nursing

[Go to information for this department.](#)

Programs

Master of Science

- [Nursing, Adult Gerontology Clinical Nurse Specialist, M.S.](#)
- [Nursing, Clinical Nurse Specialist in Adult Health Concentration, M.S.](#)
- [Nursing, Nursing Education Concentration, M.S.](#)

2015-2016 Graduate Catalog

SJC Online Programs



SJC Online offers many different graduate programs, from 12 credit advanced certificates to 36 credit degree granting programs.

- Executive M.B.A.
- Human Services Leadership, M.S.
- Management, Organizational Management Concentration, M.S.
- Management, Human Resources Management Concentration, M.S.

- Human Resources Management Advanced Certificate
- Human Services Leadership Advanced Certificate

Please click on link for the Online Statement of Costs for the 2015-16 Academic Year

Online Statement of Costs



Catalog Search

S

Advanced Search

CATALOG HOME
INSTRUCTIONAL PROGRAMS
CURRICULAR OFFERINGS
SJC ONLINE PROGRAMS
COURSE DESCRIPTIONS
ACADEMIC LIFE
ADMISSION AND FINANCES
THE COLLEGE
REGISTERS



The mission of St. Joseph's College is to provide a strong academic and value-oriented education at the undergraduate and graduate levels, rooted in a liberal arts tradition that supports provision for career preparation and enhancement.

CONNECT

SJC BROOKLYN

245 Clinton Avenue • Brooklyn, NY 11205 • 718.940.5300

Home | About | Admissions | Academics | Student Life | Library | Athletics | Alumni | Giving | MySJC Portal | Privacy Policy

SJC LONG ISLAND

155 West Roe Boulevard • Patchogue, NY 11772 • 631.687.5100

Home | About | Admissions | Academics | Student Life | Library | Athletics | Alumni | Giving | MySJC Portal | Privacy Policy

SJC ONLINE

155 West Roe Boulevard • Patchogue, NY 11772 • 631.687.4514

Home | Programs | Admissions | FAQs | Affordability | Credit for Experience | Military & Veterans | Privacy Policy

ENGAGE



Course Descriptions



Course Filter

Filter this list of courses using course prefix, course code, keywords or any combination.

Prefix:

Code or Number:

Type

Keyword or Phrase:

All prefixes...▼

All types...▼

Find whole word or phrase only.

Accounting

- ACC 555 - Advanced Federal Income Taxation

Students will study and learn how to apply tax statutes to varying fact patterns with the goal of obtaining the most favorable outcome for the taxpayer. Tax research, communication of research results and professional responsibilities of tax practitioners will be integrated throughout the course. Topics include property transactions, corporate organization, capital structure and distributions, partnerships, S corporations, exempt entities, trusts and estates. A case study approach and electronic applications to research, tax planning and compliance will provide the framework for learning.

Prerequisite: ACC 215

3 credits

- ACC 565 - Forensic and Investigative Accounting

This course is aimed at providing the student with a solid underpinning in the two components of FORENSIC ACCOUNTING, litigation support and investigative auditing. The course is divided into six (6) parts: the field and practice of Forensic Accounting; uncovering accounting crime; courtroom procedures and litigation support; cybercrime; business valuations; and a

Catalog Search

S

Advanced Search

CATALOG HOME
INSTRUCTIONAL PROGRAMS
CURRICULAR OFFERINGS
SJC ONLINE PROGRAMS
COURSE DESCRIPTIONS
ACADEMIC LIFE
ADMISSION AND FINANCES
THE COLLEGE
REGISTERS

Forensic Capstone.Students will develop a clear understanding of the fields of Forensic and Investigative Accounting, obtain an understanding of the need for specialists in these areas, understand the ethical environment of the overall economy, be exposed to the applicable Forensic Accounting theories currently in vogue, appreciate the consequences of forensic and investigative activities on an individual organization and the economy as a whole and explore the topic of social responsibility.

Prerequisite: ACC 417
3 credits

- ACC 665 - Financial Accounting Theory and Research

This course provides students with an opportunity to research, analyze and discuss advanced financial reporting and disclosure issues. Engagement performance and ethical considerations at both the firm and individual levels will be addressed. Select specialized industry accounting practices and regulatory issues will also be examined.

Prerequisites: ACC 342
3 credits

- ACC 675 - Advanced Auditing

This course provides the student with an opportunity to examine auditing standards and their relationship to recent developments in auditing practice. Financial frauds, their impact on financial reporting and the auditors' response will be evaluated. Internal and operational auditing, external and compliance auditing and professional ethics will be emphasized. Audit research case studies will provide the framework for learning.

Prerequisites: ACC 320, ACC 342 and ACC 417
3 credits

Child Study

- CS 505 - Team Building and Collaborative Decision Making: Parents and Professionals

The purpose of this course is to provide the communication skills required for those

engaged in reciprocal relationships with families. Family centered practices, the provision of resources and supports to parents and families, and the inclusion of jointly developed family identified outcomes will be addressed in ways that are responsive to cultural, linguistic and other family characteristics. The components of team building will be practiced in classroom simulations. Students will explore their own strengths and challenges by engaging in self-assessment procedures, reflection and critiques. All of the knowledge base will be addressed in the context of legislation related to providing Infant/Toddler Early Childhood Educational Services.

3 credits. Fall.

- CS 510 - Language Development: Diversity and Disorders

A study of theories of language development and an examination of the effects of language disorders as they relate to mild, moderate and severe disabilities. Discussions and lectures will focus on appropriate on-going assessment procedures as they relate to theories of cognition, perception, information processing and memory. Consideration of cultures and language development and the introduction of a second language will be addressed. Field experiences will relate to language development, assessment, and procedures for reporting data.

3 credits. Fall.

This course requires six hours of fieldwork.

- CS 525 - Health and Medical Problems: Young Children with Mild, Moderate and Severe Disabilities

This course will focus on the recommended practices for the delivery of service by early intervention and early childhood special educators. It provides an overview of child development principles with the consideration of factors that influence learning, behavior and independence. Attention will be given to rights to privacy, confidentiality and respect for differences in physical, health and behavioral challenges which include the range of moderate to severe with multiple disabilities. Students will access, read and engage in discussion, field experiences and research related to health and medical issues that require Special Education. Experiences are designed to teach students to be reflective and respectful of cultures and learn how culture, language and socioeconomic status influence early childhood development and practices.

3 credits. Spring.

This course requires six hours of fieldwork.

- CS 540 - Advanced Research Methods

This course has two basic goals: to expose students to the principles of basic educational research methodology and to have students plan and design a research proposal. Emphasis is placed on the role of research for the work of the early interventionist and the early childhood special education teacher. It is expected that students striving to be professional in the field of early childhood will acquire the knowledge and skills necessary to distinguish between legitimate claims and conclusions of research findings and ill-founded ones.

3 credits. Fall.

- CS 550 - Supervised Practicum and Seminar

The seminar and practicum placement provides an opportunity for the student to apply theories of child development, both typical and atypical, apply current research with emphasis on cognitive, motor, social-emotional, communication, adaptive, and aesthetic development in learning situations, family and communal contexts. Students will plan and implement developmentally and individually appropriate curricula and instructional practices based on knowledge of individual children, the family and curricula goals and content. They will make specific adaptations for children who have learning/developmental needs or disabilities. Students will demonstrate appropriate uses of technology including adaptive and assistive technology as well as the selection of appropriate materials and equipment. During the seminar, students will reflect and engage in discussion on professional practices, analyze and evaluate field experiences, as they work with families and other professionals.

3 credits. Spring and Summer.

This course requires a full semester practicum experience.

- CS 555 - Student Teaching and Seminar

Designed to meet the requirements leading to initial teaching certification, the seminar and student teaching placement provides an opportunity for the student to apply theories of child development, both typical and atypical, apply current research with emphasis on cognitive, motor, social-emotional, communicative, adaptive, and aesthetic development in learning situations, family, and communal contexts. Students will plan and implement developmentally and individually appropriate curricula and instructional practices based on knowledge of individual children, the family, and curricula goals and content. They will make specific adaptations for children who have learning/developmental needs or disabilities. Students will demonstrate appropriate technology including adaptive and assistive technology as well as the selection of appropriate materials and equipment.

During the seminar, students will reflect and engage in discussion of professional practices, analyze and evaluate field experiences, as they work with families and other professionals.

This course requires a full semester of student teaching experience in two of the following early childhood settings: birth - 4 prekindergarten and kindergarten, 1st or 2nd grade.

3 credits.

- CS 560 - Advanced Service Seminar

This course is provided for students who have three or more years of teaching experience in the areas of infant/toddler early childhood special education. During the semester experience, students will explore in depth current theoretical and methodological issues and problems: social, political and cultural, as they relate to families and children receiving services in Infant/Toddler Early Childhood programs. As a way of contributing new information and expertise to the program where they are currently employed, students will conduct a needs assessment and design a staff development program for any level of staff or parents. The curricula for this staff development program would be developed from recently acquired knowledge gained in the graduate program. Skills would include: designing and conducting the needs assessment, implementing the principles of teaching and learning, the selection of appropriate instructional materials, utilization of effective communication skills and the principles of protocol and ethics. The instructional event would be designed for adult learners.

3 credits. Spring.

- CS 570 - Social Studies Early Childhood: Methods and Materials 0-Grade 2

This multi-focused course will emphasize the knowledge base of what young children should learn in the area of Social Studies. Current theories of social studies content that emphasize self-esteem, emotional intelligence, problem solving, and inquiry as they relate to the New York Standards are incorporated. Students will become familiar with relevant content areas such as curriculum integration, and children as researchers. Emphasis will also be on the role of differing culture, nurturing practices, communication style, attitudes of cultures toward disabilities, and how these factors affect the role of the early interventionist. Special Education Law as it pertains to the dominant role of parents, CPSE meetings and transitions, and the role of the interventionist and teacher will be explored.

4 credits. Summer.

This course requires five hours of fieldwork.

- CS 571 - Social Studies Early Childhood: Methods and Materials 0 - Grade 2

Designed to meet the requirements leading to initial teaching certification, this multi-focused course will emphasize the knowledge base of what young children should learn in the area of Social Studies. Current theories of social studies content that emphasize self-esteem, emotional intelligence, problem solving, and inquiry as they relate to the New York Common Core Standards are incorporated. Students will become familiar with relevant content areas such as curriculum integration, and children as researchers. Emphasis will also be on the role of differing culture, nurturing practices, communication style, attitudes of cultures toward disabilities, and how these factors affect the role of the early interventionist. Special Education Law as it pertains to the dominant role of parents, CPSE meetings and transitions, and the role of the interventionist and teacher will be explored.

This course requires 18 hours of fieldwork.

4 credits. SUMMER

- CS 575 - English Language Arts: The Reading/Writing Connection for Early Childhood Students with Disabilities

This course will focus on the creation of developmentally appropriate activities that are theory based for Infants/Toddlers and early childhood children with diverse learning needs. The course connects with early childhood curriculum as well as the New York State Learning Standards. The course will offer fieldwork opportunities for students where they can implement meaningful hands-on experience and apply theory to practice. The course will include a survey of Literacy approaches used with students with special needs. A review of various levels of age appropriate storybooks and how to use these books with Infants/Toddlers will provide a framework for developmentally appropriate literacy practices.

4 credits. Fall.

This course requires five hours of fieldwork.

- CS 576 - English Language Arts: The Reading - Writing Connection for Early Childhood Students with Disabilities

Designed to meet the requirements leading to initial teaching certifications, this course will focus on the creation of developmentally appropriate activities that are theory based for infants/toddlers and early childhood children with diverse learning needs. The course connects with early childhood curriculum as well as the New York State Learning Standards. The course will offer fieldwork opportunities for students where they can

implement meaningful hands-on experience and apply theory to practice. The course will include a survey of literacy approaches used with students with special needs. A review of various levels of age appropriate storybooks and how to use these books with infants/toddlers will provide a framework for developmentally appropriate literacy practices.

This course requires 18 hours of fieldwork.

4 credits. Fall.

- CS 580 - Science, Mathematics and Technology: Curriculum, Methods and Materials for Early Childhood Students with Disabilities

This course is designed to give teachers a basis for presenting the early childhood sciences, mathematics, and technology concepts to young children with special learning needs and their parents. Concepts derived through activities involving water play, magnets, planting, cooking, food and nutrition will be included. Language-building activities and creative arts activities will be integrated as well. Bibliographies and web resources can be among the resources researched and shared by the students. Students will note the connection between the NYS Learning Standards and the curriculum as they plan and implement projects in the fieldwork environment. Concepts related to assistive technology and the adaptation of materials to meet special needs will be presented.

4 credits. Spring and Summer.

This course requires five hours of fieldwork.

- CS 581 - Science, Mathematics and Technology: Curriculum, Methods and Materials for Early Childhood Students with Disabilities

Designed to meet the requirements leading to initial teaching certifications, this course is designed to give teachers a basis for presenting the early childhood sciences, mathematics, and technology concepts to young children with special learning needs and their parents. Concepts derived through activities involving water play, magnets, planting, cooking, food and nutrition will be included. Language-building activities and creative arts activities will be integrated as well. Bibliographies and web resources can be among the resources researched and shared by the students. Students will note the connection between the NYS Learning Standards and the curriculum as they plan and implement projects in the fieldwork environment. Concepts related to assistive technology and the adaptation of materials to meet special needs will be presented.

This course requires 18 hours of fieldwork.

4 credits. Spring and Summer

- CS 605 - Assessment Infant/Toddler Early Childhood: Children with Special Needs

In this course, students will learn to conceptualize assessment as a flexible, collaborative, decision-making, on-going process where parents and professionals are engaged to make and revise judgments and reach consensus about the medical, educational and mental health service needs of young children. Students will become familiar with various assessment instruments, test administration and the writing of clear reports. Students are encouraged to be mindful that when instruments and procedures accommodate a child's sensory response, affective and cultural characteristics, they are equitable. Emphasis will focus on linking assessment to individual program planning, instruction, services and progress. In the fieldwork placement, students will learn to rely on authentic measures of problem solving that link directly to New York State Standards and program content goals in natural settings.

3 credits. Spring.

This course requires eight hours of fieldwork.

- CS 625 - Neurological Development

The purpose of this course is to enhance the awareness of the student to sensory motor development and neuro-behavioral organization during infancy/toddler and early childhood. Implications for learning, memory, neurological disorders, assessment and program planning will be considered. Opportunities to practice competencies in field experiences would include: the concept of role release in the transdisciplinary model, modeling, demonstrations, coaching and feedback. The use of instructional technology and the provision of assistive technology as vehicles for more effectively serving children and families will be considered. Students will learn to consider chronological age appropriateness and developmentally appropriate practices for infant/toddlers and young children when selecting types of assistive technology in assessment and intervention.

3 credits. Spring.

This course requires eight hours of fieldwork.

- CS 631 - Issues of Cultural and Ethnic Diversity in Autism Spectrum Disorder

This 2-credit course will explore the differences between cultural and ethnic perceptions of Autism Spectrum Disorder, including deeper notions of the role of disability in society and government. Because ASD is a global issue, understanding how different cultures and ethnicities both conceptualize and address the challenges that accompany ASD contributes to being an overall effective and sensitive professional. *Course will meet for 2 hours and 41 minutes per week for 10 weeks*

2 Credits. Course will meet for 2 hours and 41 minutes per week for 10 weeks.

- CS 635 - Autism: Concepts and Principles of Behavior

Applied behavior analysis is the science utilized to change socially significant behavior while experimentally manipulating the environment to determine the function (Cooper, Heron, & Heward, 2007). This course will teach students the basic concepts and principles of the science by utilizing examples from teaching learners with Autism Spectrum Disorders. Students must come prepared with completed weekly assignments to discuss readings and practice concepts in class. Quizzes will be given almost weekly.

2 Credits.

- CS 640 - Assessment of Autism Spectrum Disorder

This course provides students with a foundation of knowledge of the ways to assess and measure Autism Spectrum Disorders (ASD). This course will examine diagnostic measures as well as methods of progress monitoring for individuals with ASD. Students will study and become familiarized with assessment tools and techniques.

2 Credits.

- CS 704 - Maintenance of Student Records

This course provides a basic overview of the *Family Education Rights and Privacy Act* as well as how the act applies to various school officials in the maintenance of student records. Professional literature, resources and websites will be examined to inform professionals and current procedures and terminology. This course will explore guidelines consistent with policies, procedures, and practices compliant with the federal Family Educational Rights and Privacy Act (FERPA).

1 Credit.

- CS 705 - Play and Learning in Early Childhood for Children with Special Needs

This course will introduce students to the ways in which young children develop meaning, by providing a bridge between child development and curriculum studies. Students will

learn to build play into curriculum strands as a condition for learning; they will learn the significance of creating inclusive settings that enable all children to participate actively and as independently as possible. Instructional strategies that include large muscle play and opportunities to connect the integrated nature of the children’s development with learning will be modeled on site. Students will be given a strong knowledge base that includes a variety of instructional strategies that integrate with the child’s developmental needs. In the fieldwork experience, students will demonstrate the understanding of skills and a strong knowledge base appropriate to the age group 0-grade 2 in a natural environment. They will engage in, integrate coordinate activities, games and stories that balance cultural and linguistic patterns.

3 credits. Fall.

This course requires seven hours of fieldwork.

- CS 706 - Autism Spectrum Disorders: A Behavioral Persoective

This course provides an overview of autism spectrum disorders including current definitions and core characteristics that impact students’ ability to navigate the world in which they live. Professional literature and resources will be explored to inform professionals and families of current research and ideologies. The unique difficulties and transitions specific to these students throughout their lifespan will also be addressed.

3 credits.

- CS 707 - Basic Principles of Applied Behavior Analysis

This course provides students with a comprehensive description of applied behavior analysis, as well as knowledge of the principles and procedures for systematically changing socially relevant behavior of children with developmental disabilities. Students will be exposed to the technical terminology, and the empirical and conceptual literature common to the field. Students will conduct a functional behavior assessment using both direct and indirect data, which will be provided to the student. Based on the data analysis, students will develop hypotheses regarding the functions of behavior, and create an appropriate behavior intervention plan that is aligned with the identified functions. Students will compile this information in report form, including the graphic display of data, in accordance with New York State Guidelines for Functional Behavior Assessments and Behavior Intervention Plans. Course content will address specific content areas of the Behavior Analyst Certification Board Fourth Edition Task List, including Foundational Knowledge associated with the Task List.

3 credits.

- CS 708 - Applying Behavior Analysis Technology

This course is designed to prepare teachers and prospective Behavior Analysts to design and implement behavior change programs. Literature reviews will be conducted to analyze the design and application of behavior change methods. Students will be exposed to assessment procedures as they review and replicate Functional Behavioral assessments methods and preference assessments in and out of class. Students will gain an understanding of research design methods as they develop, design and implement an experimental behavior support plan. Ethical issues related to implanting research projects and behavior change programs will be examined and discussed.

3 credits.

- CS 709 - Ethics for Behavioral Analysis

This course is designed to provide students with a grounded understanding of the ethical behaviors a BCBA must engage in, in order to ethically practice Applied Behavior Analysis.

3 credits.

- CS 720 - Early Childhood Development

Designed for students without initial teaching certification, this course will explore human growth and development from birth through grade 2. Both learning and behavior will be examined within the physical, cognitive, emotional, social, and cultural domains through a variety of theoretical frameworks and contexts. Typical and atypical growth and development will be explored. Students will be provided with the skills to identify factors that contribute to learner diversity. These factors include, but are not limited to, language development, home environments, socioeconomic status, and racial and cultural identity models. Contemporary issues which may affect the development and functioning of young children will also be examined.

This course requires 10 hours of fieldwork.

3 credits. Intersession or Summer.

- CS 730 - Independent Study

Independent Study with guidance from a faculty member includes the expectation that the student will design and present an instructional module in the form of a workshop. The audience may be parents of children at risk for developmental delay, faculty, and students,

or the staff at the field placement or where one is employed. The student will be expected to select a topic that is related to the Infant/Toddler Early Childhood program; a relevant issue, method or procedure related to the development of instructional materials. A theoretical basis for the content, supportive research, and bibliography must be included. Arrangements should be made for taping the event.

3 credits. Class offered when needed.

- CS 900 - Intensive Supervised Practicum

This practicum is designed to provide students hands-on experience in implementing, evaluating, and participating in the development and revision of behavior analytically based instruction and related procedures for children with autism, autism spectrum disorders or other related disabilities. This practicum is individualized for each student to ensure that she/he benefits fully from the experience. Formal training will be available in service delivery settings that institute a behavioral approach. A Certified Licensed Behavior Analyst will deliver on-site supervision. A Certified Licensed Behavior Analyst in a group setting will conduct supervision seminar weekly. The practicum curriculum meets part of the requirements set forth by NYS to become a Licensed Behavior Analyst. For students who are also seeking a national certification through the BACB, this course is aligned with the Fourth Edition Task List of the Behavior Analyst Certification Board. Additionally, this course meets the requirements for part of the intensive practicum supervision hours required by the BACB. Students seeking both LBA and BCBA certification, must be supervised on-site by professionals who are dually licensed as an LBA/BCBA.

*** Please note that in New York State, only persons licensed in the professions of psychology, medicine, social work and other mental health professions can practice as a B.C.B.A. after January 1, 2016, along with completing the appropriate requirements.

3 credits.

Required 150 Practicum Hours

- CS 901 - Supervised Practicum I

This practicum is designed to provide students hand-on experience in implementing, evaluating, and participating in the development and revision of behavior analytically based instruction and related procedures with children with an array of behavioral and learning challenges. This practicum is individualized for each student to ensure that she/he benefits fully from the experience. Formal training will be available in early child service delivery settings. On-site supervision will be delivered by a Board Certified Behavior Analysis. Supervision seminar will be conducted weekly by a Board Certified Behavior Analysis in a group setting. The practicum curriculum is based upon the Fourth

Edition Task List of the Behavior Analyst Certification Board. This course meets the requirements for the intense practicum supervision hours required by the BACB.

3 credits.

Required 300 Practicum Hours.

- CS 902 - Advanced Supervised Practicum

This practicum is designed to provide students hand-on experience in implementing, evaluating, and participating in the development and revision of behavior analytically based instruction and related procedures with children with an array of behavioral and learning challenges. This practicum is individualized for each student to ensure that she/he benefits fully from the experience. Formal training will be available in early child service delivery settings. On-site supervision will be delivered by a Board Certified Behavior Analysis. Supervision seminar will be conducted weekly by a Board Certified Behavior Analysis in a group setting. The practicum curriculum is based upon the Fourth Edition Task List of the Behavior Analyst Certification Board. This course meets the requirements for the intense practicum supervision hours required by the BACB.

3 credits.

Required 300 Practicum Hours.

Child Study Literacy and Cognition

- CSL 500 - Curriculum: Paradigms And Issues

This course explores models of curriculum paradigms and related issues. The course will focus on analysis of conceptual framework principles and modes of inquiry as well as the investigation of past and present concerns related to teaching and learning. Issues such as assessment, core curriculum, grouping practices and conceptions of cognitive theory as it relates to curriculum will be discussed. The role of cultural and societal factors as they relate to the design and implementation of curricula will be demonstrated as students apply concepts of curriculum theory to analyze contemporary issues.

3 credits

- CSL 510 - Reflective Teaching and Learning

This course will focus on the dimensions of the reflective process, as it is integrated into the philosophy of educational leaders and into the practice of teaching. The history and

descriptions of this process will be presented. The fundamental elements and tools of reflective process will be modeled and integrated. Students will be given opportunities to become reflective practitioners in their planning for classroom management, curriculum, teaching strategies, assessment, and professional collaboration.

3 credits

- CSL 520 - Leadership: Collaborative Leadership Processes and Staff Development

The purpose of this course is to provide the skills for teachers who will be engaged in learning about the dynamics, techniques and potential for professional collaboration and leadership. Key concepts such as team membership and composition, problem solving procedures, conflict management, and systems theory will be addressed. Students will review research that addresses the forms and basis for inter-professional relationships and collaboration. They will use assessment procedures as a way of understanding self and others as they engage in simulated collaborative situations.

3 credits

- CSL 530 - Research Methods

This course in educational research is designed for the prospective producer of research. Emphasis will be placed upon two basic goals: to expose students to the principles of basic educational research methodology and to have students plan and design a research project. The role of research will be explored with the birth to grade 6 literacy teachers in mind. It is expected that students striving to be professionals in the field of literacy will acquire the knowledge and skills necessary to distinguish between the legitimate claims and conclusions of research findings and ill-founded ones.

3 credits

- CSL 540 - Language And Literacy Acquisition

This course provides an exploration of early language and literacy development, and implications for instruction for young children (ages 2-6). How children learn to read and write will be analyzed from child development and emergent literacy perspectives. Developmentally appropriate teaching practices and family literacy partnerships will be discussed as methods to support children's learning experiences. An analysis of the cognitive factors including: attention, memory, associative learning, and self-regulation will be studied as they relate to language and reading acquisition. The role of cognitive

development and social interaction will be explored as complementary processes that work together to promote the child’s intellectual growth through the application of constructivist approaches. The cognitive processing predictors that lead to language and reading disorders will be studied as a means to early intervention.

3 credits

- CSL 550 - Strategies, Instructional Materials, and Performance Evaluation in Literacy Development

This course encompasses a study and analysis of approaches and materials for literacy instruction focusing on word identification, vocabulary development, comprehension, writing instruction, motivational aspects of instruction, and creating effective and enriched teaching and learning environments for native English speakers and English language learners. Simultaneous and successive cognitive processing techniques will be analyzed and evaluated for their use with diverse learners. Schema theory will serve as the foundation for learning how to scaffold instruction to meet individual needs. Instruction will also be provided in the principles and practices of assessing student literacy performance, including, but not limited to the New York State Performance Evaluation and Standards.

3 credits

- CSL 560 - Diagnosis and Recommendations for Literacy Processes

This course provides an overview of formal and informal assessment tools and practices that measure literacy development of students. Participants will begin to work closely with individual students to assess literacy competencies to plan and implement instruction using ten practicum hours. They will also explore research and practice relating to differential literacy achievement as they begin to synthesize testing data to formulate diagnostic hypotheses for designing an instructional program for individual students based upon the cognitive-constructivist perspective. The role of cognitive modeling will be emphasized as teachers demonstrate how to reason to understand text. Ten practicum hours are required for working with a struggling reader in the primary grades.

3 credits

- CSL 570 - Teaching Literacy In The Content Areas

This course presents the integration of reading and writing processes with content knowledge as a basis for the best teaching strategies in the content area disciplines. The focus is on: (1) improving study skills, (2) levels of comprehension, (3) vocabulary

improvement, (4) understanding text patterns and structures, (5) exploring writing as an across the curriculum tool of inquiry, and (6) integrating technology into content-area teaching. Course content will include implementation of classroom structures, multidisciplinary teaching and learning, and the development of research approaches and techniques to meet the needs of individual learners.

3 credits

- **CSL 580 - Cultural Literacy**

This course is an examination of issues in literacy education from cultural, political, instructional and social perspectives. It explores the social cognition viewpoint within a social or cultural context as they relate to diverse learners acquiring literacy skills. An analysis of the relationship between home and school literacy, and the survey of critical issues in the literacy development of different communities with special attention to cultural linguistic diversity and the strengths of various cultures, will receive major emphasis. Connections to oral language, reading, writing, and children's literature will be This developed in a literacy framework that focuses on the learner's cultural background and linguistic understanding. In addition, this course will explore the ways that classroom teachers, literacy specialists, administrators, parents, and teacher educators can provide efficient literacy instruction for students from diverse cultural linguistic backgrounds. Analysis of the pedagogical implications for literacy education in terms of study of the teacher's role and the impact upon diverse student learning, as well as organizing and the teaching of literacy in the childhood education classroom will be addressed.

3 credits

- **CSL 590 - Literacy and Assessment Strategies for Diverse Learners**

This course focuses on study and analysis of literacy development, individual differences, and language difficulties experienced by the diverse learner. As a continuation of Diagnosis and Recommendations for Literary Processes, students will learn specialized assessments designed to identify difficulties in literacy performance. Instructional strategies will focus on providing literacy services to students in compensatory and/or special programs, specifically students with learning disabilities and English Language Learners. Students will be required to fulfill ten practicum hours working with a child for the duration of this course. A case study will be produced involving a sequence of cognitive processing for word identification, word analysis, fluency, vocabulary, sentence completion, literal comprehension, non-literal comprehension, and study procedures. Students will be required to fulfill ten practicum hours working with a struggling reader in the intermediate grades.

3 credits

- CSL 600 - Technological Literacy in the Classroom

This course explores the educational use of technology in literacy teaching and learning. Constructivist principles will be applied to discovery learning as a means to foster literacy, as well as a tool for research and presentation. Technological literacy with a focus on developing teaching strategies and learning experiences to facilitate literacy learning in a multimedia context across the curriculum is a goal of this course. Emphasis is on the use and development of computer programs to help students develop vocabulary, listening and speaking abilities, visual literacy, writing and reading skills. The application of word processing to help students improve their writing skills, and analysis and evaluation of selected software designed for teaching Language Arts will also be included. Connections to oral language, reading, writing, and children’s literature will be developed in a literacy framework that focuses on the use of technology for all students including at-risk learners, English language learners and students with special needs.

3 credits

- CSL 610 - Supervised Practicum/Seminar in Literacy and Cognition

This course provides an opportunity to apply knowledge of cognitive processing skills, diagnostic, and prescriptive techniques in classrooms and in individual settings. The seminar sessions will be a forum for students to demonstrate and critique their work and share their level of expertise, as they conference with parents and evaluate the appropriateness of their recommendations with the supervisor and the group. This course is the culmination of the Literacy and Cognition program. Students are required to work with a struggling reader for thirty practicum hours assessing, diagnosing, and planning instruction based upon the child’s needs.

3 credits

- CSL 620 - Assessing and Addressing the Literacy Needs of Readers and Writers in Middle School and High School

This course addresses the literacy needs of middle school and high school students who struggle with reading and writing. There is an emphasis on assessment and instructional practices that promote growth in literacy for a diverse group of students based upon observation, collaboration, and the interpretation of data. The course focuses on current theory of reading and writing processes, and the demands made upon readers and writers in different subject areas and contexts. Students are required to work for ten practicum

hours with a struggling reader at the middle school or high school level for students seeking certification in Literacy from Grade 5 – Grade 12.

3 credits

- CSL 630 - Literature and Integrated Technology Resources for Middle School and High School

Literary theory and pedagogy is the foundation for the study of literature in this course. The course will explore ways to encourage critical reading, an appreciation of a variety of genres, the integration of literature in the content areas, and strategies for using writing as a means of literary response. Various forms of technology will be explored that encourage application and interest in literature.

3 credits

- CSL 640 - Supervised Practicum in Literacy and Cogniton—Grade 5–Grade 12

This practicum is designed for those participants who want certification in literacy from Grades 5–12. The graduate student will work with a struggling reader at either the middle school or high school levels. Participants will develop a literacy assessment based upon formal and informal instruments. An intervention model will be developed to meet the needs of the students to further his/her growth in literacy. Students seeking Literacy from Grade 5 through Grade 12 are required to work for thirty hours with a struggling reader at the middle school or high school levels assessing, diagnosing, and planning literacy instruction.

3 credits

Child Study Special Education

- CSS 500 - Curriculum Paradigms and Issues

This course explores different curriculum paradigms and frameworks, and the particular issues related to those paradigms. Throughout the course, particular attention will be focused on two areas. The first relates to an analysis of the conceptual frameworks, principles, and modes of inquiry of different disciplines. The second concerns an investigation of past and present issues of teaching and learning, such as assessment, core curriculum, grouping practices, and conceptions of cognition for the purpose of examining their relationship to curriculum frameworks.

3 credits

- CSS 510 - Reflective Teaching and Learning

This course will focus on the dimensions of the reflective process as it is integrated into the philosophy of educational leaders as a worthwhile professional attribute and pivotal in the teaching process. Descriptions of this process as well as guiding principles of the Masters, will be presented. The fundamental elements and tools of reflective process will be modeled and integrated. This course is related to the Research Methods Course where students will probe situations related to teaching, curriculum, behavior and learning to discover realistic problems for examination and investigation, as a result of learning precisely designed models of reflective processes. Students will learn, through reflection, how problems are formed as well as designing appropriate solutions. They will also learn how to reflect on their own behavior while reviewing the underlying dynamics of situations, problems, and issues.

3 credits

- CSS 520 - Leadership: Collaborative Process and Staff Development

This course focuses on the development of collaborative leadership skills. Students will learn how to become effective liaisons with the local and greater school community serving as resource persons between parents, staff, and community. Students will study and develop a variety of collaborative models to be used in designing and implementing staff development, parent involvement, and community integration.

3 credits

- CSS 530 - Research Methods

This course in educational research is designed for the prospective producer of research. Emphasis will be placed upon two basic goals: to expose students to the principles of basic educational research methodology and to have students plan and design a research project. The role of research will be explored with pre-K to grade 12 literacy teachers or pre-K to grade 12 special education teachers in mind. It is expected that students striving to be professionals in the field of literacy or special education will acquire the knowledge and skills necessary to distinguish between the legitimate claims and conclusions of research findings and ill-founded ones.

3 credits

- CSS 540 - Issues in Severe Disabilities

This foundational course provides students with an understanding of individuals who have been diagnosed with severe or multiple disabilities. This course will take a life-span perspective by focusing on childhood, adolescents, and adults, and will include discussions of individuals who have multiple/severe disabilities including those who demonstrate significant behavior challenges and/or autism as well as those who have health care issues. Students will study the psychological, social, and physical characteristics of individuals with severe disabilities. The need for collaboration between teachers, service providers, and families will be emphasized. Theoretical and philosophical foundations underlying current practice will be explored. Students will observe and implement research-based strategies for students with severe disabilities in inclusive schools and community settings. Students will learn to conduct ecological assessments of students.

3 credits

This course requires 10 hours of practica.

- CSS 550 - Assessment: A Practical Approach

This course will cover comprehensive assessment, including formal, informal, and alternative methods that will be used to develop and plan educational programs for students with mild, moderate, and severe disabilities. Students will use psychometrics and descriptive statistics to evaluate and select tests to be used for the measurement of intelligence, personality, achievement, individual interests, and special aptitudes. Students will also develop and use alternative methods of evaluation for students with severe disabilities. Student will use assessment results to plan and design instruction. Students will complete a comprehensive evaluation of a child and write a formal evaluation report that will include interpretation and recommendations in accordance with a standards-based classroom.

3 credits

This course requires 5 hours of practica in childhood or adolescent special education and 5 hours with students who have severe disabilities.

- CSS 560 - Adaptive, Alternative, and Technological Methods for the Instruction of Students with Health and/or Physical Impairments

This course addresses the needs of students with physical and/or health impairments to

promote optimal participation and learning in the educational settings. The students will explore a variety of adaptive teaching methodologies and accommodations including modification and adaptation of curriculum and instructional materials. An examination of assistive technological devices and alternatives will be addressed through sign, touch cues, tangible communication systems, graphic communication systems, electronic boards and augmentative communication devices as well as the technology to support these systems. Skills in positioning, handling techniques, motor skills, developing daily living skills, and community skills will be addressed. Opportunities will be provided for practicing the collaborative model while implementing appropriate communication skills. Students will be required to work with an individual or group of students throughout this course.

3 credits

This course requires 10 hours of practica.

- CSS 570 - Techniques and Strategies of Applied Behavior Analysis (ABA) and Behavior Management for Diverse Learners

This course will provide students with a comprehensive review of effective strategies of behavior and classroom management. Emphasis will be placed on behavior techniques for both individual and groups. Students will learn to conduct a functional analysis of behavior and to develop an effective behavioral plan. Behavior modification, maintenance of positive behavior, and transference of new behavior to other environments will be explored in a variety of settings. Applied Behavior Analysis will be studied and then applied and practiced in educational environment, including students with autism. Students will have the opportunity to implement collaborative behavioral methods through class activities and outside assignments.

3 credits

This course requires 5 hours of practica in childhood or adolescent special education and 5 hours with students with severe disabilities.

- CSS 580 - Legal Implications of Special Education and the Application to Families and Schools

The special education process, transition, Section 504, ADA, the law, including legislative enactments and key court decisions related to special education will be studied. The understanding and meaning of decisions and the implementation and implications of related legislation will be explored. Students will analyze the legal and ethical implications of current trends in recent special education revisions of Federal laws. The ability to interpret and explain the relevant laws to educational personnel, parents, and the community will be a focus in this course through the development of an outreach project.

3 credits

- CSS 590 - Advanced Study of Pedagogy Based on Differentiated Instruction for Students with Diverse Needs in Childhood Education

In this foundational course, the development, application, and implementation of differentiated curriculum based on research findings will be utilized. Students will focus on advanced techniques of pedagogical practice, learning styles, multiple intelligences, and the selection and creation of instructional materials to implement an interdisciplinary curriculum and enhance the learning for students in grades 1-6 with diverse needs in an inclusive setting. Students will be required to work with an individual or group of children throughout the course to develop differentiated instruction based on the standards of the curriculum.

3 credits

This course requires 10 hours of fieldwork.

- CSS 595 - Advanced Study of Pedagogy Based on Differentiated Instruction for Adolescent Students with Diverse Needs

In this foundational course, the development, application and implementation of differentiated curriculum based on research findings will be utilized. Students will focus on advanced techniques of pedagogical practice, learning styles, multiple intelligences, and the selection and creation of instructional materials for adolescent students with diverse needs in an inclusive setting. Students will be required to work with an individual or group of adolescents throughout the course to develop differentiated instruction based on the standards of the curricula of ELA, Math, Science and Social Studies.

3 credits

This course requires 10 hours of fieldwork distributed in ELA, Math, Science and Social Studies.

- CSS 600 - Special Issues in Teaching Diverse Students: Family, School and Community

This technology course will help students develop the insights and skills needed to work with families of diverse learners. The culture of the school and its impact on families will be explored. Students will learn to work and collaborate with multicultural communities and differing family structures. Emphasis will be placed on using technology to enhance collaborative approaches, improving communication in culturally and linguistically diverse contexts, skills for conferencing with parents of children with diverse needs, and an

understanding of concerns of the parents. Community involvement and resources will also be explored. Student will develop an outreach project to parents and/or the community.

3 credits

- CSS 615 - Advanced Fieldwork In Severe Disabilities

For students with certification in Special Education. This field placement provides an opportunity for students who already possess a New York State initial certification in Childhood Special Education to apply current theories and research findings of effective instruction for students with severe and multiple disabilities in learning situations. Students will be involved in every aspect of the class for a week; a minimum of 20 hours. The students will reflect and analyze practices in the classroom. They will interview teachers, paraprofessionals, administrators, family members, and other specialists to further their own understanding of the needs of students with severe disabilities and the teachers working with the students. They will conduct a needs assessment for the class, school or parents and develop a workshop based on an issue important to the group; the workshop will be presented in the school. This course requires a practicum of 20 hours with students who have severe disabilities.

3 credits

- CSS 620 - Supervised Practicum

For students without special education certification. The seminar and field placement provides an opportunity for the student to apply current theories and research findings in learning situations, as well as parental, school and community settings. Students will plan and implement appropriate standard-based curriculum and instructional practices for students with diverse needs. During the seminar, students will reflect and engage in discussion of professional practices, analyze, and evaluate practicum experiences. Candidates for the SWD 7-12 Certificate will have practica in all areas of the pedagogical core; ELA, math, science, and social studies. This course requires a 20 day practicum plus 20 hours in Severe and Multiple Disabilities.

3 credits

Child Study and Education

- CS 541 - Advanced Research Methods in Autism

This course has two basic goals: To expose students to the principles of basic educational research methodology and to have students plan and design a research proposal. Emphasis is placed on the role of research for work of the teacher of students with autism. It is expected that students striving to be professionals in the special education field will acquire the knowledge and skills necessary to distinguish between legitimate claims and conclusions of research findings and ill-founded ones.

3 credits.

- CSED 510 - Educational Leadership: Theory and Practice

This course is designed to provide an introduction to educational leadership including the theoretical and historical development. Educational leadership will be presented in three parts: the abstract as theory, assessed in practice and developed as a personal skill set. Students will address leadership on each of these levels as they collaborate with families, community, and staff to make ethical decisions and effective change. Candidates will examine the political, legal, and cultural structures which impact schools, school administration, and decision making. The beginning of the creation of a study guide for a state comprehensive examination will be included.

3 credits.

10 hours of administrative fieldwork are required.

- CSED 520 - School Administration: Theory and Practice

This course builds on the information learned in [CSED 510](#) by providing an orientation to the field of educational administration. The essential and effective processes of management and human relations within an educational organization are addressed. Such topics as organizational theory, decision making, the nature of effective leadership, the change process, team-building, effective modes of communication, education planning and the evaluation of research studies in school administration will be discussed. There will be the continuation of the comprehensive examination study guide.

3 credits.

10 hours of administrative fieldwork in a high need school are required

- CSED 530 - Educational Law, Policy and Ethics

This course will provide an overview of Educational Law with an emphasis on legal issues relating to public education. It considers the rights and responsibilities of students,

teachers, and educational practitioners and relates these rights to school programs and operations as determined by federal, NYS and local laws and court decisions. Legal focus will be added to the comprehensive examination study guide.

Candidates will have the opportunity to study selected federal and state cases affecting the administration of our educational system. School law topics are discussed through a combination of lecture and case law analysis. The goal of this course is to empower the candidate with the knowledge of how laws affect schools as well as how laws are applied to school situations. Throughout the course, the students will explore the relationship between legal and policy decisions that influence teaching, learning, school culture and the organization and operation of schools. A focus on practical aspects of school law is emphasized.

3 credits.

10 hours of administrative fieldwork are required.

- CSED 550 - School Building Leader Internship

This course seminar complements a minimum of 15 weeks of practical experience as a school building administrator in a school setting. The seminar is intended to provide a specific forum through which each intern can discuss, analyze, and synthesize the experiences in vision strategies, strategic planning, budgetary processes, curriculum perspectives, faculty and pupil interactions and community relations at the building level. Summaries of the comprehensive examination study guide will be reviewed.

3 credits.

A minimum of 20 hours spent working with the school budget officer is required.

- CSED 555 - School District Internship

This course seminar complements a minimum of 15 weeks of practical experience as a school district administrator in a school setting. The seminar is intended to provide a specific forum through which each intern can discuss, analyze, and synthesize the experiences in visioning strategies, strategic planning, budgetary processes, curriculum perspectives, state and federal requirements, faculty and pupil interactions and community relations at the district level. Summaries of the comprehensive examination study guide will be reviewed.

3 credits.

15 weeks of administrative internship

- CSED 560 - School Business Administration

The course is designed to provide candidates with an overview of the areas of budgeting and financial planning for K– 12 schools/school districts. Various topics will be introduced and discussed such as: State School Fund Formula, differing approaches to building a budget, responsibilities of the budget, budget planning, forecasting, budget adjustments, long– term planning, other funding sources, and ethics (related to finance). Financial support for public schools from local, state, and federal governments will be emphasized. Fiscal planning, budgeting, plant management, accounting and purchasing procedures, distribution of supplies and services, transportation and food service will be examined. The impact of effective and efficient school business administration on successful student learning will be highlighted. Study guide is continued.

3 credits.

10 hours of administrative financial fieldwork are required.

- CSED 570 - The Administrator and Pupil Personnel Services

The fundamental role of the Pupil Personnel Administrator is to ensure that optimum teaching and learning conditions are provided for all students. This course is a survey course which provides the necessary background and basic understandings of pupil personnel services to equip the candidate with the specific skills needed to implement, supervise, and evaluate those legally required services that enable students to benefit from the instructional program. Working independently and in groups, candidates will have the opportunity to become familiar with the mandated deliverance of pupil personnel services in New York State. Candidates will learn the “language” of pupil personnel services as related to special education, academic intervention services, testing and assessments, nursing, psychology, social work, and guidance services. Candidates will identify their own administrative skills and demonstrate these skills through class presentations. Candidates will continue to revise their comprehensive examination study guide.

Topics include: role of the administrator, mandated delivery mechanisms and the “language” of PPS as it relates to special education, academic intervention services, curriculum development, counseling services, state mandates/testing, and any other area pertinent to the needs and interest of the candidates.

3 credits.

10 hours of administrative fieldwork are required

- CSED 580 - Supervision of Curriculum and Instruction

This course is designed to provide students with multiple opportunities to critically analyze and apply contemporary theories of effective curriculum development, implementation,

and evaluation. Students will analyze philosophical orientations, identify societal and community expectations, and design curriculum plans that are responsive to the needs of diverse student populations. Students will also develop, implement, and assess curricula that incorporate not only the acquisition of skills, but also take into account the political, social, and ethical concerns that affect teachers, students, and families. The identification of evidence-based instructional principles to guide and supervise teaching for understanding, appreciation, and application will be explored. Danielson’s Framework for Professional Practice will be used as a focal point for these supervisory discussions, and highlighted in study guide. Formal, intended, enacted, hidden, and experienced curriculum will be explored.

3 credits.

10 hours of administrative fieldwork are required.

- CSED 610 - Educational Assessment

This course provides an overview of strategies for assessing student performance including the use of selected-response items and various performance-based techniques, and the role of an educational leader in this process. Students will learn and incorporate strategies used to assess various literacy and other strategies in the content area in a secondary school classroom. The impact of multiple intelligences, differentiated instruction, and learning styles on assessment processes will be investigated. Topics such as standardized testing, New York State assessments, portfolios and electronic portfolios will be discussed.

3 credits.

- CSED 620 - Educational Leadership and Special Education

Federal law demands that schools provide all students with disabilities a free and appropriate education in the least restrictive environment. This course examines the myriad of responsibilities that a school leader has in regard to special education. The candidate will examine special education law, special education settings, Individual Education Plans (IEP), the Committee for Special Education, inclusive education, discipline within special education, overrepresentation of minority students receiving services, collaboration, and working with parents and community.

3 credits.

10 hours of administrative fieldwork in special education are required.

- CSED 630 - Educational Research and Analysis

This course focuses on the role of the educational leader in designing school-based research as a means of achieving effective school improvement and professional development. To do that, the course examines the principles and methods of educational research. Topics covered include correlational, experimental and quasi-experimental methods, survey design, construct validity, basic statistics and research ethics. Emphasis is placed on both the design and implementation of educational research as well as on interpreting the research of others and being a good consumer of research. The course culminates in each student preparing a research proposal.

3 credits.

Creative Writing

- MFA 500 - The Master Literature Lectures

Every semester six distinguished authors visit the program to deliver master lectures on a notable work of writing from the classical or contemporary canon. Each visiting lecturer is asked to speak, one-writer-to-another, on literary concerns of the featured book, and also to answer questions that their presentations raise.

6 evening sessions 2 credits

- MFA 510 - Inventive Writing Practicum

The pedagogical core of the St. Joseph’s Writer’s Foundry education, this course studies and practices the forms and modes of rhetoric upon which all literature depends. Writers work with their instructor to publically apply the five essential skills that every writer can practice: writing prolifically—at will and on command; identifying, selecting and writing from whole structures; making observations based on close reading of text and separating them from inferences and opinion; writing both abstractly and concretely, rewriting not as correction but as discovery.

There are two parts to this approach to writing, the prolific and the structured, and the class will demonstrate through practice how both emerge through each other. In addition, each week the class introduces and reviews specific craft topics including: rhythm, tenses, person, tone, meter and other prosodic devices, rhetorical forms, symbol, metaphor, physical description, dramatic dialogue, narrative, humor, motive, aim, province, & archetype, and how to engage them all in rewriting & revision.

Readings and discussions are focused to provide companionable reference to other parts of the program.

15 evening sessions 3 credits

- MFA 520 - Writing Workshop

In this class writers bring new and ongoing literary projects, long and short, for presentation to their peers, each to be closely examined in the form of written comments from fellow students and discussion guided by a core faculty member. The texts for this course are based primarily upon the writing that the class itself generates, but can be frequently supplemented by additional readings and lessons via handout.

15 evening sessions 3 credits

- MFA 530 - Writing Practicum

In this session, students practice generative fluidity, writing at will and on command, using a variety of guided adventures and responding to literature though form.

Students are required to sign up and attend a minimum of 4 sessions 1 credit

- MFA 540 - Creative Thesis

Following the successful completion of three semesters of coursework with a total of 27 credits earned, students advance to the fourth and final semester and will have selected one of the faculty to work closely, through regular conference and reading designed and tailored to advise the thesis project of each student, which consists of a 70 (minimum) page creative thesis, and a 20 (minimum) page critical thesis. Each project upon reaching fruition is assigned a final grade by the advisor and is then submitted to the department for final approval.

4 credits

- MFA 550 - Critical Thesis

Ideally, the critical paper focuses on authors or aspects of literature that connect to the thesis writer's creative work. The critical paper might be academic in tone, but it might

also take the form of a series of interviews, or profiles, or book reviews, or a literary essay, all suitable for publication. An emphasis should be placed on research, not just secondary sources, but also primary and original explorations, and on sifting evidence to find original points of view. The critical paper should be viewed as additional testament to a student's range, flair and mastery of writing.

3 credits

Education

- EDU 515 - Educational Assessment

This course provides an overview of strategies for assessing student performance including the use of selected-response items and various performance-based techniques. Students will learn and incorporate strategies used to assess literacy in the content area in a secondary school classroom. The impact of multiple intelligences, differentiated instruction, and learning styles on assessment processes will be investigated. Topics such as standardized testing, New York State assessments, portfolios and electronic portfolios will be discussed.

3 credits

- EDU 525 - Perspectives in Teaching Students with Exceptionalities

This course will provide a comprehensive and profound understanding of the teaching of adolescents who use special education services. The responsibilities of the teacher, student, parents/guardians and obligations of the school district will be examined. The course will consist of classroom instruction, group activities and observations.

3 credits

Health Care Management

- HCM 511 - Health Care Law and Medical Ethics

This course will focus on the principles and theories of law and medical ethics as they relate to health care management and administration. Students will learn to apply these learned principles to their actual management/administrative practice. The Health Care Law component will examine application of law, both generally and in relation to health

care liability and risks facing health care managers and practitioners today. The Medical Ethics Component will focus on the many principles and theories of ethics as they relate to health care delivery, as well as health care administration.

Prerequisites: HA 430 or NU 450 and HA 481 or NU 430
3 credits

- HCM 532 - Management Of Health Care Information Systems

This course builds the foundation for effectively managing health care information systems by studying two components: technology basics and health care applications. Basic technology areas of hardware, operating systems, software, database management, standards and privacy are covered. Students learn how clinical information is transformed into digital data through various coding systems (i.e., CPT). The course concludes with an extensive review of prominent health care programs such as electronic health records, computerized provided order entry, bar-coding, and e-health applications with emphasis on their role in delivering more efficient and higher quality care.

Prerequisites: HA 430 or NU 450; and HA 481 or NU 430 and either HA 493, COM 140 or COM 141 and HCM 560 (ALL HCM students must take HA 493 if they do not have COM 140 or COM 141)
3 credits

- HCM 560 - Health Care Services and Systems

This course describes the changes in the components of the U.S. health care systems including historic and current factors influencing the delivery and provision of health care services and products. Particular attention is paid to political and social forces that are responsible for those changes.

Prerequisites: HA 430 or NU 450 and HA 481 or NU 430
3 credits

- HCM 641 - Health Care Finance and Reimbursement

This course focuses on the financial drivers of the U.S. health care system. Particular emphasis will be given to how the unique features of the American health care system's financial condition and reimbursement methodologies are shaped by public policy, market forces, medical innovation, and demographic factors. Understanding and transforming financial metrics into management reports will be fully explored.

Prerequisites: HA 430 or NU 450 and HA 481 or NU 430 and HA 496

3 credits

- HCM 651 - Project Management

This course presents project management in a holistic, balanced perspective. The importance of both the technical and behavioral aspects of project management is recognized. The major issues encountered domestically and abroad are addressed. The students are provided a road map for managing any type of project, including those relating to: information technology, healthcare, government and business. The course methodology focuses on the application of course concepts via exercises and case studies. Teamwork provides the framework for learning.

Prerequisite: [HCM 532](#) (for MBA in HCM/HIS students only)

3 credits

- HCM 660 - Health Care Operations Management

This course focuses on managing organizations that deliver health services and products. Health service managers must be prepared to confront change—a constant in this environment. Emphasis is placed on both present and future trends, and a case study approach is utilized.

Prerequisite: [HCM 560](#)

3 credits

- HCM 680 - Health Care Strategic Planning

This course focuses on the rapid growth and the changing environment of health care organizations, both for-profits and not-for-profits, and strategic leadership, which is essential for success. Health care managers will be taught how to develop a strategic management plan, including the dynamics of the environment and the methods required to position their organizations for success.

Prerequisite: [HCM 560](#)

3 credits

- HCM 681 - Strategic Planning in Health Care Information Systems

This course empowers health care students with the skills and knowledge to create business value through information systems. The alignment of business and IT strategies as a source of competitive advantage and mission fulfillment is the focus of this course. Students learn how to develop a strategic IT plan that addresses the social, organizational, economic, cultural and political dimensions encountered in deployment of major systems. Case studies from other industries will be analyzed to better understand how the challenges and opportunities entailed in the strategic management of information systems can be successfully addressed in a health care environment.

Prerequisite: [HCM 532](#) and [HCM 651](#)
3 credits

Human Resources Management

- HRM 550 - Strategic Human Resources Management

This course is designed to explore human resources management in organizations. Students will investigate human resources issues, strategies and tactics currently being utilized in organizations as well as future trends where the human resources function is an integral part of the business strategy.

3 credits

- HRM 645 - Staffing and Employee Development

This course is designed to provide a detailed analysis of the utilization of employees within the organization by focusing on the selection and placement of employees and the development of those employees throughout their careers. Specific attention will be placed on the development of specific employment, staffing, retention, training and development programs and how these affect the individual as well as the achievement of the organization's overall strategic objectives.

Prerequisite: [HRM 550](#)
3 credits

- HRM 665 - Employment Law

This course is designed to provide an overview of private sector fair employment practices laws and other employment laws that impact the workplace. Students will become

acquainted with those various laws and understand how to apply the legal principles learned to the day-to-day activities in the human resources function of an organization.

Prerequisite: [HRM 550](#)
3 credits

- HRM 685 - Compensation and Benefits Management

This course is designed to acquaint the students with compensation and benefits programs as they relate to human resources programs within organizations. Students will investigate compensation and benefits issues as they are addressed by society as a whole and utilized within organizations.

Prerequisite: [HRM 550](#)
3 credits

Human Services Leadership

- HSL 501 - Leading in Mission Driven Environments

This course introduces students to the fundamentals of leading human services organizations at various levels of functional performance. It will provide an orienting framework for exploring the competencies to be mastered by Human Services professionals at all levels of leadership. In this course students will begin the process of developing those competencies through self-reflective activities. Students will explore the values of the human services professions, theories of management and leadership and the three domains of holistic leadership. Assessments, case studies, exercises and self reflective journals will be utilized to ground theory with practical application.

3 credits

- HSL 512 - Leadership Ethics and the Law in Human Services

This course will explore the many principles and theories of law and ethics that non-profit leaders need to know to be effective in their positions and competently execute their fiduciary responsibilities. The course is designed to provide students with a comprehensive understanding of critical legal and ethical issues confronting executives in human services organizations. Topics to be covered include Sarbanes-Oxley, the legal ramifications of board governance and corporate officer responsibilities. The course will also cover general legal principles related to managing organizations of varying sizes

including employment law, anti-discrimination and whistleblower statutes.

3 credits

- HSL 521 - Theory and Design of Culturally Responsive Organizations

This course will provide an introduction to the theory and design of human services organizations with particular emphasis on the requisites for functioning successfully in a multicultural environment. This course will prepare graduate students to understand the relationship between theory and function in the design and management of human services organizations while being responsive to and reflective of the cultural diversity of their clients, employees and other service partners. The students will be provided with a foundation in the concepts to be explored throughout the MS in Human Services Leadership program including ethical leadership, multiculturalism, and policy implementation.

3 credits

- HSL 531 - Strategic Leadership in an Information Age

This course will introduce students to theories of communication and the practical uses of information technology in the human services profession. Students will learn how various approaches to information management contribute to effective management and leadership innovation. Topics to be covered will include the development and implementation of information management strategies, the relationship of information management to change leadership, theories of communication and the relationship of information technology to organizational culture and decision-making.

3 credits

- HSL 549 - Leadership Dimensions of Human Behavior

This course will explore dimensions of human behavior as influenced by the different environments in which individuals find themselves. Students will learn about theories of human behavior from psychological, cultural, spiritual, and organizational perspectives. Human functioning will be evaluated individually and as it adapts to collective contexts. Topics to be covered will include psychological theories of human behavior, the formation and effect of mental models, systems theory and group dynamics. The course will also cover aspects of human functioning and motivation that impact the employer/employee relationship.

3 credits

- HSL 575 - Leading Policy Initiatives in a Political Environment

This course will introduce the student to the role of policy development and political action in the leadership and direction of human services organizations. Students will explore strategies of community organization and mobilization, define constituencies and stakeholders and explore the implications of cultural and gender diversity on policy development and community engagement. The objective of this course is for students to understand the relationship between policy development and political advocacy in furtherance of the mandate and mission of human services organizations.

3 credits



The mission of St. Joseph's College is to provide a strong academic and value-oriented education at the undergraduate and graduate levels, rooted in a liberal arts tradition that supports provision for career preparation and enhancement.

CONNECT

SJC BROOKLYN

245 Clinton Avenue • Brooklyn, NY 11205 •
718.940.5300

Home | About | Admissions | Academics |
Student Life | Library | Athletics | Alumni | Giving |
MySJC Portal | Privacy Policy

SJC LONG ISLAND

155 West Roe Boulevard • Patchogue, NY 11772 •
631.687.5100

Home | About | Admissions | Academics |
Student Life | Library | Athletics | Alumni | Giving |
MySJC Portal | Privacy Policy

SJC ONLINE

155 West Roe Boulevard • Patchogue, NY 11772 •
631.687.4514

Home | Programs | Admissions | FAQs |
Affordability | Credit for Experience |
Military & Veterans | Privacy Policy

ENGAGE



Course Descriptions



Course Filter

Filter this list of courses using course prefix, course code, keywords or any combination.

Prefix:

Code or Number:

Type

Keyword or Phrase:

All prefixes...

All types...

Find whole word or phrase only.

Human Services Leadership

- HSL 643 - Financing the Mission of Human Services Work

This course provides the students with a study of how executives and line managers in human services organizations cultivate funding sources, set budgets and use financial information. Students will learn how capital is raised from private and public sources. The course will include a review of fund-raising techniques, bond issues and grant writing. Students will also become familiarized with financial statements, general financial and managerial accounting principles and budgeting concepts. The objective of the course is to help students increase their understanding of how the various facets of economics and finance can be used to make better business decisions in a mission driven environment.

3 credits

- HSL 681 - Leadership Implications of Outcomes Evaluation

This course will introduce the student to the theory and practical aspects of evaluating the efficiency and effectiveness of human services programs. This will include a review of statistical methods and reasoning as applied to the evaluative process. Concepts to be covered include: planning an evaluation, selecting criteria and setting standards, basic measurement principles and tools, ethical considerations in conducting a program evaluation, and the presentation of the results of an evaluation.

Catalog Search

S

Advanced Search

CATALOG HOME
INSTRUCTIONAL PROGRAMS
CURRICULAR OFFERINGS
SJC ONLINE PROGRAMS
COURSE DESCRIPTIONS
ACADEMIC LIFE
ADMISSION AND FINANCES
THE COLLEGE
REGISTERS

Prerequisite: MAT 151 or BUS 222

3 credits

- HSL 686 - Executive Leadership and Models Of Innovation

This course will explore programs and organizations from a cross-section of human services disciplines that exemplify innovative approaches to service delivery. In addition, students will explore the characteristics of visionary leadership that make management innovations possible. Students will engage in an in-depth analysis of the design, development, implementation and continuing progress of these model programs as well as the leadership profiles of their sponsoring executives. Each student will also integrate the knowledge they have gained throughout the program about their individual profile via participation in a 360 degree feedback assessment and external validation coaching session. The objective is for the student to acquire an understanding of how to develop and lead organizations capable of making a positive impact on society.

3 credits

- HSL 690 - Integrative Analyses in Human Services Leadership

This course provides comprehensive coverage of the research process in the human services field. It will enable students to understand the nature of the scientific method as applied to managerial concerns. Students will receive didactic instruction in research methods while concurrently creating and executing independent content-specific research projects.

Prerequisite: [HSL 681](#)

3 credits

Mathematics

- MAT 505 - Integrating Technology in Mathematics Education

This course focuses on various forms of technology that can be used to enhance the teaching and understanding of mathematics at the secondary level. Students will develop a knowledge of software applications and technology to explore mathematics and to improve student outcomes. Simulation software, Microsoft Office applications, Visual Basic, Java applets, graphing calculators, the Internet and other technologies will be explored.

3 credits

- MAT 510 - Exploring the Common Core

This course is designed to provide prospective high school educators with a deeper look at the Common Core Standards (CCSS) in Mathematics. The course will examine the reasons the CCSS were developed, how these standards alter the way educators approach student learning, and what changes need to be made to begin implementing the standards in both everyday lessons and in new assessment techniques. Students will also develop lessons and become familiar with on line resources from engageny.com. This course will reflect the most recent changes to the high school mathematics curriculum.

1 semester. 3 credits.

- MAT 520 - Current Issues in Mathematics Education

This course serves as an introduction to current trends in mathematical education research as well as an introduction to New York State and National Council of Teachers of Mathematics standards. Students will learn how to read and understand journal articles and how to give presentations.

3 credits

- MAT 546 - Probability and Statistical Inference

This course emphasizes the NCTM standards for probability and statistics as outlined in its Principles and Standards: to formulate questions that can be addressed with data, and to collect, organize, and display relevant data in order to answer these questions; to select and use appropriate statistical methods to analyze data; to develop and evaluate inferences and predictions based on that data; and to understand and apply the foundational concepts of probability and statistics. Topics include probability models, random variables, univariate and multivariate distributions, mathematical expectation, the moment-generating function, sampling distribution theory, estimation, statistical hypotheses, and the theory of statistical inference.

3 credits

- MAT 552 - Number Theory

This course covers topics such as prime and composite numbers, algorithms, number theoretic functions, Diophantine Equations, congruences: linear and higher degree. Euler-Fermat Theorem, quadratic residues, continued fractions, Gaussian integers, and algebraic number theory.

3 credits

- MAT 554 - Abstract Algebra

This course will cover topics in abstract algebra such as groups, rings, and fields from an advanced perspective, with attention to applications in the real world. Topics include isomorphisms, Lagrange's Theory, cosets, normal subgroups, and homomorphisms. Applications such as public key cryptography will be discussed. A project will be completed on an appropriate topic of the student's choice.

3 credits

- MAT 562 - Modern Geometry

This course provides students with an opportunity to examine and explore, at an advanced level, a variety of geometries, including Euclidean, non-Euclidean, transformation, fractal, and projective geometries through active participation in a laboratory environment. The impact of the Parallel Postulate on the historical development of Modern Geometry provides the starting point for studying various topics, including constructions, spatial relations, formal geometric proof, the Poincaré model of hyperbolic space, polygons in hyperbolic space, isometries, composition and analysis of transformations, fractal dimension, the Mandelbrot set, applications of the cross ratio, matrix methods for perspective transformations, and applications of geometry in the real world.

3 credits

- MAT 564 - Real Analysis

This course is a rigorous approach to fundamental concepts in Real Analysis. Emphasis is placed on careful reasoning and proofs. Topics include compactness and completeness, continuous mapping, uniform convergence, differentiability and the basics of Lebesgue Integration Theory.

3 credits

- MAT 566 - Special Topics in Mathematics

This course offers graduate level study of a topic. Topics may include Graph Theory, Regression, Combinatorics, or Linear Algebra.

3 credits Offered when there is sufficient demand.

- MAT 620 - Masters Project

Students will choose an area of interest in mathematics education and research current journal articles about this topic. Students will then work with an advisor to develop a thesis paper. From this paper, students will write a journal article. All of the students' articles will be put together to form a class journal. Students will also present their research to the class.

3 credits

Management

- MGT 500 - Leadership And Managerial Development

This course will provide students with an opportunity to create a plan for developing the abilities associated with superior managerial performance. It will also provide an orientation to the self-directed, active learning methods of the entire program. This course explores contemporary ideas on effective leadership and management. Team exercises, case studies and assessment tools provide the framework for learning. This course must be taken in the student's first semester.

3 credits

- MGT 510 - Legal Issues In Management

This course is designed to provide students with an introduction to critical legal issues that impact the manager's role in the workplace. Issues addressed in this course include an overview of the legal environment in the United States, the court system and the growing

trend in the use of alternative dispute resolution mechanisms, contracts, business torts and criminal laws, employment law issues affecting management decision-making, international and cyber law issues and ethical concerns in today's business environment.

3 credits

- MGT 520 - Organizational Theory and Design

This course will study how organizations function, how they affect and are affected by the environment and the process by which managers select and manage aspects of structure and culture in order to achieve organizational goals. The roles of abilities associated with managerial effectiveness are explored. Team exercises and cases provide a framework for learning.

Prerequisites BUS 100 or BUS 130 or HA 481 or NU 430 (**ALL HCM students must complete HA 481 or NU 430**)

3 credits

- MGT 525 - Marketing Concepts and Strategies

This course is designed to provide students with the opportunity to develop the core marketing competencies essential to the successful operation of any organization. The course focuses on the marketing concept and proceeds to the development of a marketing strategy within the framework of an organization's strategic plan. Students will interact with each other in cases, which illustrate and apply marketing principles and will culminate in a project that applies those principles to a workplace or industry issue or project.

3 credits

- MGT 530 - Management Information Systems

This course provides students with a practical approach to the effective use of information technology in organizations. Students will learn how to manage and use information in making key project management decisions. Legal and ethical issues in information technology are discussed. Modern systems analysis and design techniques are explored. Examples and case studies are drawn from actual experiences to provide students with information technology solutions to business problems.

Prerequisite: COM 140 or COM 141 or Waiver Exam

3 credits

- MGT 545 - Financial Accounting and Analysis

This course provides the student with a study of how executives and line managers use financial information. An examination of financial statements and financial and managerial accounting concepts are undertaken to help students increase their understanding of how financial information can be used to make better business decisions. Students will learn how accounting information can be used to facilitate the management of the human resources, operations and marketing functions. Note: Online EMBA students must take the final exam on campus.

Prerequisite: ACC 200

3 credits

- MGT 550 - Strategic Human Resources Management

This course is designed to explore human resources management in organizations. Students will investigate human resources issues, strategies and tactics currently being utilized in organizations as well as future trends where the human resources function is an integral part of the business strategy.

3 credits

- MGT 610 - Statistical Applications in Research and Management

This course will introduce students to the use of statistical methods and reasoning to help managers make better decisions and improve performance. Specific topics include: probability, sampling techniques, multiple regression, time series analysis, statistical quality control methods, test of hypothesis and design of experiments. These statistical concepts will be applied in a term project to improve quality and productivity. Note: Online EMBA students must take final exam on campus.

Prerequisite: MAT 151 or BUS 222, and [MGT 500](#) and four other 500 level courses.

3 credits

- MGT 630 - Managerial Economics

This course focuses on the study of resource allocation decisions that are made by all types of managers within organizations. The students are provided with the theory and

tools essential to the analysis and solution of those problems that have economic consequences. It also explores the constraints imposed on the decision maker (manager) by the global environment.

Prerequisite: BUS 226
3 credits

- MGT 655 - Operations and Quality Management

This course focuses on contemporary practices, ones that have proven to be successful in the management of operations and quality. An interdisciplinary approach is employed so that students learn how operations relate throughout the whole business. Emphasis is on the service sector, with recognition of global competition. Analysis of case studies and teamwork provide the framework for learning.

Prerequisite: [MGT 610](#)
3 credits

- MGT 662 - Corporate Financial Management

This course provides an in-depth perspective on the principles of corporate finance. It focuses on capital budgeting and project management, portfolio theory and valuation, capital structure and dividend policy, working capital analysis and the link between risk and return. Note: Online EMBA students must take final exam on campus.

Prerequisites: BUS 120 or BUS 226 or HA 496, and [MGT 545 \(for EMBA students only\)](#)
3 credits

- MGT 670 - Strategic Planning and Management

This course provides students with skills to create, implement and execute successful business strategies. It begins with the definition of the institution's key objectives and mission statement. It discusses the effective use of information technology, globalization and legal, ethical and social responsibility issues. Students will develop or analyze a strategic plan for a new or existing organization or subunit.

Prerequisite: [MGT 545](#)
3 credits

- MGT 690 - Integrative Analysis in Management

This course provides comprehensive coverage of the research process in organizations. It enables students to understand the nature of the scientific method as applied to managerial concerns. Students receive didactic instruction in research methods and are given an opportunity to create and execute independent, work-related research projects or to prepare a publishable article. This course also provides students with an opportunity to review and evaluate the progress made in developing their managerial abilities over the course of the program. This evaluation serves as the basis for updating the students' managerial abilities development plans created at the beginning of the program.

Prerequisite: [MGT 610](#) and departmental approval. This course can only be taken as part of a student's last six to nine credits.

3 credits

Nursing

- NU 500 - Theoretical Bases For Advanced Practice Nursing

The focus of this course is the study of a wide range of theories from nursing and related sciences that support and inform advanced practice nursing. Emphasis will be placed on evaluating and critiquing a variety of theories from nursing, as well as the natural, social, organizational and biological sciences. Students will be prepared to apply and utilize various theories in practice that support a holistic approach to patient care, a firm foundation for theory application in health care organizations, and an emphasis on population-based care. Specific emphasis will be placed on direct application and evaluation of the Roy Adaptation Model in advanced practice nursing.

Four hours a week one semester. 4 credits

- NU 510 - Transition to Advanced Practice Nursing

The student engages in the study of various components of the advanced practice role in nursing from an historical and contemporary perspective. Theoretical and scientific foundations that support the advanced practice role are explored. Specific role competencies integral to successful advanced practice nursing are critically examined. Ethical, legal, financial and regulatory issues are examined as they relate to proactive advanced practice in an interdisciplinary and evolving health care system.

Three hours a week one semester. 3 credits

- **NU 530 - Ethics and Public Policy in the Health Care Delivery System**

This foundational course provides an overview of the structure, regulation, and financing of the health care system in the United States with particular emphasis on the identification and analysis of related ethical issues. The development, implementation and evaluation of public policy is addressed with particular attention paid to the role of the advanced practice nurse in effecting change and promoting quality in the current system. Comparative analysis of other health care systems aids in the evaluation of contemporary issues and policy concerns in the United States. Historical, philosophical, and political perspectives are incorporated into the discussion of contemporary issues and trends.

Three hours a week one semester. 3 credits

- **NU 531 - Advanced Physiology and Pathophysiology Across the Life Span**

This course deals with advanced physiology and pathophysiological concepts and principles and their relationship to causative factors of disease across the life span. Emphasis is placed on common pathophysiologic processes relevant to advanced practice nursing. Current research findings are integrated throughout the course and a problem-based approach is used to address implications for advanced practice nursing.

Prerequisites: [NU 500](#), [NU 510](#)

Co-requisite: [NU 550](#)

Three hours a week one semester. 3 credits

- **NU 535 - Holistic Nursing Practice**

This course is designed to provide an introduction to holistic nursing and an overview of selected healing modalities such as therapeutic touch, relaxation, and guided imagery. Discussions, demonstrations, and/or experiential sessions are utilized to facilitate an understanding of these modalities. Emphasis is placed on theory-based practice. The implications of holistic nursing in advanced practice nursing and research are examined.

Three hours seminar per week one semester. 3 credits

- **NU 536 - Advanced Nursing Practice and Genetics**

This course will explore the impact of the Human Genome Project and expanding genetic knowledge base on the clinical practice of nursing. Students will gain an understanding of

the science of genetics as it relates to the genetic aspects of nursing and health care. Genetic concepts related to human heredity, genetic conditions, and treatment approaches will be explored. Emphasis will be placed on the integration of genetic knowledge into advanced nursing practice. Ethical, legal, social, and cultural aspects of the genetic advances in health care will be explored from a nursing perspective.

Three hours seminar per week one semester. 3 credits

- **NU 540 - Advanced Pharmacology**

This course focuses on pharmacokinetics and pharmacodynamics in relation to the clinical applications of the major drug classifications. Emphasis is placed on the safe and competent use of drug therapy to manage common health problems across the life span. Issues related to clinical pharmacology with special populations are addressed. Legal issues related to prescription writing in advanced practice nursing are explored. A problem-based case study method will be utilized throughout the course. Ethical issues related to clinical decision making, access to therapy, and drug research will be addressed. Effective patient education will be stressed throughout the course.

Prerequisites: [NU 500](#), [NU 510](#), [NU 550](#), [NU 531](#)

Three hours a week one semester. 3 credits

- **NU 550 - Advanced Health Assessment**

This course provides both a theoretical and clinical foundation for advanced assessment of clients across the life span. Students will develop skill in interviewing, history-taking, and documentation of a holistic assessment of clients across the life span. The course will focus on health promotion, identification and analysis of common abnormal findings, an appreciation of developmental and functional deviations, the process of developing differential diagnosis, and advanced clinical judgment. The Roy Adaptation Model will provide the primary theoretical basis for advanced nursing practice. This course incorporates a laboratory component.

Prerequisites: Undergraduate health assessment course

Co-requisite: [NU 531](#)

Four hours a week (two hours lecture and two hours of lab) one semester. 3 credit

- **NU 600 - Family Theory for Advanced Practice Nursing**

This course focuses on major theoretical frameworks which influence approaches to

family study. Family-level assessment and intervention methods that derive from specific models are introduced. Emphasis is placed on the understandings and competencies needed to collaborate with families. Major cultural, economic, legal and ethical issues are discussed in relation to the changing nature of the family as a unit of care in today's society.

Three hours seminar per week one semester. 3 credits

- **NU 610 - Advanced Nursing Practice I Health Assessment**

This course provides a holistic approach to the knowledge base and skills necessary for advanced nursing practice. Students need to demonstrate mastery of health assessment skills (physical examinations and health histories) for individuals within family, environment and socio-cultural concepts. There will be planned didactic and clinical experiences to refine assessment skills and interviewing techniques as an advanced practice nurse. Health promotion, health risk appraisal, health maintenance and disease prevention are emphasized in relationship to age-specific clients, utilizing both advanced nursing theory and a systems approach.

Prerequisite: [NU 550](#)

Three hours seminar per week, fifty clinical hours of practicum one semester. 1 credit

- **NU 611 - Foundations of the APRN: Adult-Gerontology**

This course is now the first concentration-specific course for students in the CNS concentration. The course explores historical foundations, core competencies, practice standards, essential characteristics, and the Synergy Model for the CNS.

3 credits

- **NU 620 - Advanced Statistics in Nursing Research**

This course introduces the graduate student to the application of statistical methods in research related to nursing and the health professions, and serves as a foundation for [NU 660](#). Students will be introduced to key concepts and principles in statistical analysis and inference. The purpose, assumptions, selection, calculation and interpretation of selected statistical procedures will be explored. Statistical methods in selected research studies will be critiqued. Evaluation of research findings for evidence-based practice or scholarly inquiry will be addressed. Students will utilize a statistical computer program for the preparation and analysis of data sets. Analysis of qualitative studies will also be incorporated.

Prerequisites: Undergraduate statistics course

Three hours a week one semester. 3 credits

- **NU 630 - Foundations of Nursing Education**

This course will explore the historical issues and trends leading to the need for competency-based nursing education curricula. The advanced practice role of nurse educator in academia and in service-based organizations will be examined. Students will explore issues related to the adult learner, learning styles and the diversity of practice areas. Legal, regulatory and ethical issues in nursing education will be discussed.

Prerequisites: [NU 500](#), [NU 510](#)

Three hours per week one semester. 3 credits

- **NU 635 - Curriculum Development in Nursing Education**

This course focuses on the application of theoretical concepts as they relate to curriculum development in an academic or health care setting. Students will examine models applicable to curriculum design in nursing. Analysis of the curriculum development process and major societal, educational, legal, regulatory, and professional forces affecting curriculum development in nursing are explored. Nursing theory as an educational framework is discussed. External evaluation and ethical considerations of curriculum development will be examined. Emphasis is on the design and evaluation of curriculum components in various types of nursing education programs.

Prerequisite: [NU 630](#)

Three hours per week one semester. 3 credits

- **NU 640 - Instructional Strategies and Evaluation in Nursing Education**

The emphasis of this course is on teaching and learning theories and strategies. The student is exposed to a variety of modalities utilized in teaching both theory-based and clinical courses. Methods of educational measurement and evaluation are discussed. Content includes measurement and evaluation modalities, test construction, clinical evaluation and the relationship between measurement and educational decision-making. Factors that influence instruction and evaluation are discussed. Legal and ethical issues are explored.

Prerequisite: [NU 635](#)

Three hours per week one semester. 3 credits

- **NU 645 - Practicum in Nursing Education**

This course provides students the opportunity for application and analysis of the theories and concepts of assessment, instruction and evaluation while engaging in the role of educator. Through guided practice in academic and service-based settings, students will interface with faculty and agency personnel. Practicums will be individualized for each student. Weekly seminars provide opportunities for sharing of experiences, exchange of ideas, clarification of concerns, analysis of instructional and evaluation strategies, and use of group problem solving.

Prerequisites: [NU 630](#), [NU 635](#), [NU 640](#)

One hundred hours of practicum. Three hours seminar per week one semester. 3 credits

- **NU 650 - Advanced CNS Nursing Practice II**

This course focuses on the nursing process elements of assessment, diagnosis, outcome identification, planning, intervention, and evaluation. Using a holistic orientation, the student will work in partnership with the patient/client/family/community in designing a plan of care for health promotion, health maintenance, disease prevention and illness/injury management. The student will utilize the Roy Adaptation Model to identify and differentiate between disease-based and non-disease based etiologies. The student will be expected to achieve the competencies and outcomes of this influence as well as demonstrate the four essential characteristics of the CNS. Legal and ethical issues of advanced practice will also be explored. The student will develop competence in this sphere through preceptorship with a CNS as well as through weekly seminars.

Prerequisites: [NU 500](#), [NU 510](#), [NU 550](#), [NU 531](#), [NU 540](#), [NU 610](#)

Three hours seminar per week, one hundred fifty hours of practicum, one semester. 3 credits

- **NU 651 - Adult-Gerontology CNS I**

This course focuses on wellness and health promotion through the lifespan. It includes disease prevention, risk assessment and reduction, screening measures and alternate health practices.

4 credits: 3 credits-weekly 3 hour seminar and 1 credit-175 Practicum hours

- **NU 652 - Adult Gerontology CNS Clinical I**

This 175 hour clinical course provides students with the opportunity to apply CNS theory to practice and enables students to collaborate with preceptors in the care of the adult and geriatric patients with a focus on health promotion, risk reduction and wellness care. In partnership with the individual/family/community, the student will utilize diverse nursing theories and research-based tools to conduct assessments. Based upon the findings, the student will develop age-specific patient centered plans of care and subsequently evaluate the attainment of patient outcomes. The student will be expected to achieve the adult-gerontology competencies as well as the outcomes of the three spheres of influence in this clinical practicum.

Prerequisite: NU 611; Corequisite: NU 651

1 credit Practicum of 175 hours

- **NU 660 - Advanced Nursing Research**

The course focuses on the role of research in advanced practice nursing. Epistemological and philosophical issues related to the use of the scientific method in nursing are explored. The steps of the research process are examined in depth. Emphasis is placed on the ethics of nursing research and the exploration of clinical research to support advanced practice nursing. Qualitative and Quantitative methods are analyzed and compared. Students are expected to identify a research interest that will lead to a research proposal. The use of computer technology is integrated throughout the course. Evidence-based research and its relevance to advanced practice nursing will be emphasized.

Prerequisites: [NU 500](#), [NU 510](#), [NU 620](#)

Three hours a week one semester. 3 credits

- **NU 665 - Advanced CNS Nursing Practice III**

The CNS as leader/mentor/consultant and change agent will be explored and analyzed in relation to the advancement of nursing practice. This course focuses on the identification of problems and opportunities for improvement: factors that contribute to resource management needs and outcomes; and the development and evaluation of innovative solutions that will promote quality, cost effective and efficient nursing care. The legal and ethical issues of advanced practice will be explored in their relationship to the CNS practice. The student will develop competence in this sphere through preceptorship with a

CNS as well as through weekly seminars.

Prerequisite: [NU 650](#)

Three hours seminar per week, one hundred fifty hours of practicum one semester. 3 credits

- **NU 666 - Adult-Gerontology CNS II**

This course focuses on the biological and behavioral phenomena of concern in the acute care of adults and geriatric populations, diagnostic reasoning and clinical inquiry.

4 credits: 3 credits-weekly 3 hour seminar and 1 credit-175 Practicum hours

- **NU 667 - Adult-Gerontology APN II**

This course focuses on the biological and behavioral phenomena of concern in the acute care of adults and geriatric populations. The student will develop expertise in diagnostic reasoning and clinical inquiry. This course will emphasize the use of standards of care and clinical practice guidelines to assure safe, evidence based care. A culture of collaboration will be promoted to achieve patient outcomes for disease prevention and illness management in acute care. The student will be expected to achieve the current competencies for the Adult-Gerontology population as related to acute care. Legal and ethical issues of advanced practice will also be explored.

Pre-requisite: [NU 651](#)

Weekly seminars 3 credits

- **NU 668 - Adult-Gerontology CNS Clinical II**

This 175 hours clinical course provides students the opportunity to apply CNS theory to practice and enables students to collaborate with preceptors in the acute care of adults and geriatric populations care. This course focuses on the biological and behavioral phenomena of concern and the CNS student will address these phenomena in the three spheres of influence: patients, nurses and nursing practice, and organizations and systems. The CNS student will develop expertise in diagnostic reasoning and clinical inquiry. This course will emphasize the use of standards of care and clinical practice guidelines to assure safe, evidence based care. A culture of collaboration will be promoted to achieve patient outcomes for disease prevention and illness management in acute care. The student will be expected to achieve the adult gerontology competencies as well as the

outcomes of the three spheres of influence in their clinical practicum.

Pre-requisites: NU 651 and NU 652. Co-requisite: NU 667
1 credit Practicum of 175 hours

- NU 670 - Advanced Cns Nursing Practice IV 3

This course focuses on the role of the CNS as it relates to organizational structure and processes, organizational culture, social context, human material and financial resources and public policy. The student will be expected to incorporate all three spheres of influence to improve patient outcomes while maintaining cost-effective care. Patient/Client care related to an individual, family, and community within the student's chosen specialty area will be integrated. The student will utilize this course to explore management, research and educational opportunities for the CNS.

Prerequisite or Co-requisite: [NU 665](#)
Three hours seminar per week, one hundred seventy-five hours of practicum one semester. 3 credits

- NU 671 - Adult-Gerontology CNS III

This course focuses on the CNS role in the management of chronic problems as well as the management/prevention of acute progression/exacerbations of chronic problems.

4 credits: 3 credits-weekly 3 hours seminar and 1 credit-175 Practicum hours

- NU 672 - Adult-Gerontology CNS Clinical III

This 175 hour clinical course provides students the opportunity to apply CNS theory to practice and enables students to collaborate with preceptors in the care of the adult and geriatric patients with a focus on management of chronic health problems as well as the management/prevention of acute progression/exacerbations of chronic health problems. The student will be expected to achieve the adult-gerontology competencies as well as the outcomes of the three spheres of influence in this clinical practicum.

Pre-requisites: NU 667 and NU 668; Co-requisite: NU 671
1 credit Practicum of 175 hours

- NU 675 - Adult-Gerontology CNS Capstone Project I

In this course the student will be expected to design and implement a research utilization project. The student will draw upon their past coursework and clinical experience. The students must have faculty approval for the selected project and will meet with faculty regularly throughout the semester for support and guidance.

1 credit

- NU 676 - Adult-Gerontology CNS Capstone Project II

In this course the student will be expected to design and implement a research utilization project. The student will draw upon their past coursework and clinical experience. The students must have faculty approval for the selected project and will meet with faculty regularly throughout the semester for support and guidance.

1 credit

Organizational Management

- OM 550 - Strategic Human Resources Management

This course is designed to explore human resources management in organizations. Students will investigate human resources issues, strategies and tactics currently being utilized in organizations as well as future trends where the human resources function is an integral part of the business strategy.

3 credits

- OM 630 - Managerial Economics

This course focuses on the study of resource allocation decisions that are made by all types of managers within organizations. The students are provided with the theory and tools essential to the analysis and solution of those problems that have economic consequences. It also explores the constraints imposed on the decision maker (manager) by the global environment.

Prerequisite: BUS 226

3 credits

- OM 651 - Project Management

This course presents project management in a holistic, balanced perspective. The importance of both the technical and behavioral aspects of project management is recognized. The major issues encountered domestically and abroad are addressed. The students are provided a road map for managing any type of project, including those relating to: information technology, healthcare, government and business. The course methodology focuses on the application of course concepts via exercises and case studies. Teamwork provides the framework for learning.

Prerequisite: [HCM 532](#) (for MBA in HCM/HIS students only)
3 credits

- OM 670 - Strategic Planning and Management

This course provides students with skills to create, implement and execute successful business strategies. It begins with the definition of the institution’s key objectives and mission statement. It discusses the effective use of information technology, globalization and legal, ethical and social responsibility issues. Students will develop or analyze a strategic plan for a new or existing organization or subunit.

Prerequisite: [MGT 545](#)
3 credits

Academic Life

P

H

- Degree Programs
- Academic Policies

Degree Programs

St. Joseph's College offers the following graduate degree programs, which are registered with the New York State Education Department.

Graduate Studies administers the following graduate programs:

MASTER OF ARTS in Infant/Toddler Early Childhood Special Education. **Offered at SJC Long Island Only.** The program is designed for those interested in obtaining a Master of Arts degree with certification in Early Childhood Special Education. The graduate program consists of 36 credits. Students must complete the 36 credits, which includes one semester or summer session in a full time fieldwork placement, and a Master's thesis.

MASTER OF ARTS in Educational Leadership with Critical Consciousness program leading to initial/professional certification. This is a 33 credit program. In addition, a 15 credit Advanced Certificate in School Building Leadership and a 24 credit Advanced Certificate in School District Leadership are also available.

MASTER OF ARTS in Literacy and Cognition (B-6, Grades 5-12, and B-12) The Master of Arts in Literacy and Cognition addresses the literacy challenges of students in the Birth through Grade Six, as well as secondary students in the Grades 5 through 12. For those graduate students who want to understand the full range of literacy challenges, a Birth through Grade 12 certification is also available. The B-6 and Grades 5-12 programs consist of 36 credits, 12 credits of core courses and 24 credits that link literacy instruction to the New York State Learning Standards. The Birth through Grade 12 is composed of 45 credits. These part-time programs lead to three New York State certifications (B-6, Grade 5-12, and B-12).

MASTER OF ARTS in Childhood or Adolescence Special Education with an Annotation in Severe and Multiple Disabilities (Birth to age 21) was designed to fulfill the need for highly qualified New York State teachers. The program consists of 36 credits, divided into 4 leadership core courses and 8 courses in special education. By the program's end, the candidate will be eligible for the following certifications, depending upon his/her initial certification: Childhood Special Education, the New Adolescence Generalist in Special Education with extensions available in Biology, Earth Science, English, Math, Social Studies and/or Spanish.

MASTER OF ARTS in Literacy/Cognition and Special Education. This is a 48 credit degree

Catalog Search

S

Advanced Search

CATALOG HOME
INSTRUCTIONAL PROGRAMS
CURRICULAR OFFERINGS
SJC ONLINE PROGRAMS
COURSE DESCRIPTIONS
ACADEMIC LIFE
ADMISSION AND FINANCES
THE COLLEGE
REGISTERS

program.

MASTER OF ARTS in Educational Leadership with Critical Consciousness. This is a 33 credit program.

Dual Degree Program: Secondary Education in the following subject areas: BA Chemistry, BA English, BA/BS Math, BA History, or BA Spanish with a Master’s Degree in Special Education with an Annotation in Severe and Multiple Disabilities is offered at SJC Long Island.

The Dual Degree in Secondary Education and Special Education is a 152-credit degree that can be earned in five years. The graduate curriculum builds on the undergraduate education and provides the students with NYS Secondary teaching certificates in their major, and NYS teaching certificates as a Students with Disabilities Generalist (7-12), Students with Disabilities in their major (7-12), and an Annotation in Severe and Multiple Disabilities (Prek-12, all grades). Students in the dual degree program must take 6 credits in English, math, science, and social science during their undergraduate program.

Applications for the dual degree are accepted in the second semester of the sophomore year. The students will take one graduate course in each of the fall and spring semesters of their junior and senior years.

MASTER OF ARTS in Mathematics Education

This part-time program is designed for those who possess initial certification in Mathematics. The goal of this program is to instill in teaching professionals dedication to the discipline, as well as the desire and ability to become lifelong learners. The graduate program consists of 30 credits and fulfills the degree requirement for professional certification in Mathematics.

MASTER OF FINE ARTS in Creative Writing.

For all Graduate degrees and certificates, a cumulative index of 3.0 is required.

PROFESSIONAL STUDIES administers the following graduate programs:

The following 152-credit dual degree programs allow qualified undergraduate students who have been conditionally accepted to the graduate program to enroll in four graduate courses:

- DUAL BACHELOR OF SCIENCE in Accounting and MASTER OF BUSINESS ADMINISTRATION in Accounting. This program satisfies the education requirements for C.P.A. licensure in New York State and is registered as a licensure-qualifying program with the New York State Education Department, Office of the Professions.
- DUAL BACHELOR OF SCIENCE in Health Administration and MASTER OF BUSINESS ADMINISTRATION in Health Care Management.
- DUAL BACHELOR OF SCIENCE in Organizational Management and MASTER OF BUSINESS ADMINISTRATION.
- DUAL BACHELOR OF SCIENCE in Organizational Management and MASTER OF SCIENCE in Management with a concentration in Human Resources Management.
- DUAL BACHELOR OF SCIENCE in Human Services and MASTER OF SCIENCE in Human Services Leadership. **Also Available Online.**

EXECUTIVE MASTER OF BUSINESS ADMINISTRATION. This 36-credit program allows students with acceptable work experience to apply graduate-level management and financial theory to workplace issues and problems. **Also Available Online.**

MASTER OF BUSINESS ADMINISTRATION in Accounting. This 36-credit program stresses both the study of graduate accounting topics and the development of managerial effectiveness. This program satisfies the education requirements for C.P.A. licensure in New York State and is registered as a licensure-qualifying program with the New York State Education Department, Office of the Professions.

MASTER OF BUSINESS ADMINISTRATION in Health Care Management. This 36-credit program is designed to provide health care professionals with a comprehensive management education that focuses on current issues in the health care field.

MASTER OF BUSINESS ADMINISTRATION in Health Care Management with a Concentration in Health Information Systems. This 36-credit program is designed to develop students' expertise in the planning, development, and implementation of health information systems. The concentration focuses on how Health Information Systems can improve the delivery of health care with the latest methods and technologies for the collection, organization, use, and evaluation of health care information.

MASTER OF SCIENCE in Human Services Leadership. This 30-credit program provides professionals with a comprehensive experiential learning education that focuses on developing leadership competencies relevant to the human services field. **Also Available Online.**

MASTER OF SCIENCE in Management. This 36-credit curriculum is designed for students who desire a concentration in a specialized area of study. It consists of a 24-credit business core plus a 12-credit concentration in Organizational Management, or Health Care Management, or Human Resources Management. **This degree program with a concentration in Organizational Management or Human Resources Management are Also Available Online.**

MASTER OF SCIENCE with a Major in Nursing.

This is a part-time, cohort-based program that can be completed in seven semesters of study. The program offers a choice of two concentrations: Clinical Nurse Specialist in Adult-Gerontology (42 credits) or Nursing Education (37 credits). All students will also be required to successfully complete a comprehensive examination with a grade of B or higher to graduate. The program is registered with the New York State Education Department, Office of the Professions.

Graduate Advanced Certificates

The following advanced certificates are registered with New York State Education Department.

- Health Care Management (15 credits)
- Human Resources Management (15 credits) **Also available online.**
- Human Services Leadership (12 credits) **Also available online.**
- Management of Health Information Systems (15 credits)
- School Building Leader (15 Credits)
- School District Leader (24 Credits)
- Applied Behavior Analysis (25 Credits)

For all Graduate degrees and certificates, a cumulative index of 3.0 is required.

Academic Policies

Repeated Courses

A student who receives an unsatisfactory grade in a course specifically required for the degree, for the major, or for the certificate program may request departmental approval to repeat the course.

In such cases, the Chairperson or Director may permit the student to repeat a course in order to demonstrate mastery of the subject. Both the original grade and the repeated grade will appear on the transcript. Credit will be given only once for the course, and only the most recent grade will be calculated in the index. The student is liable for the tuition incurred for repeated courses. *(See Curricular Offerings Section.)*

Attendance

Students are expected to attend regularly and punctually all classes in which they are registered. Students who must be absent for an extended period of time, are urged, therefore, to contact the individual instructor or the academic advisor concerning class work, assignments, and announced quizzes. Any student who fails to attend a single class meeting in one of their registered courses will be dropped from that class by the Registrar’s Office by the third week of the term.

At the same time, the faculty recognizes that on occasion students cannot be present. Because faculty members have confidence in the maturity of the student body and recognize the personal growth, which comes through responsible freedom, the faculty has vested all members of the student body with personal responsibility for their attendance.

The faculty wishes to emphasize that students are equally responsible with them for creating a climate of inquiry and sharing. True education results only from active involvement in the learning process. *(See Curricular Offerings Section for additional information.)*

Students will not be permitted to register for a class after the first class session has met.

Automatic Drop

Online students who have not participated in their online offerings within the first two weeks of a full semester will be automatically withdrawn. Non-participation is defined as no activity or non-academic activity - i.e. posting an introduction only. The following outlines the schedule of automatic drop:

- Day 3 of intersession online
- Day 6 of a 5-week online semester
- Day 8 of a 7.5 online compressed semester (both cycle A and cycle B)
- Day 11 of a 10-week online summer session
- Day 15 of a 14-week online semester

Withdrawing from Courses

A student who wishes to withdraw from a course in which he or she is registered, should obtain the official form from the Registrar and follow the procedure outlined. Ordinarily, withdrawal may take place up to the midpoint of the term or session; thereafter, only for a most unusual reason and with the approval of the Vice President of Academic Affairs. A fee of \$20 will be charged for each change of schedule after the first week of classes. Students are advised to investigate the implications of withdrawing from courses on their eligibility for financial aid.

A student who does not withdraw officially from a course continues on the class register and must satisfy the requirements of the course. A student who ceases to attend a course before the

midpoint of the semester will be withdrawn at the end of the semester and will receive a grade of WU. A student who ceases to attend a course after the midpoint will receive a grade of FN (Failure for non-attendance). A student who is failing a course and wishes to withdraw after the midpoint will receive a grade of WF (Withdrew failing).

The time of the withdrawal is considered when calculating refunds. Tuition liability is based on the date the change of program form is received by the Registrar. *(See Curricular Offerings Section.)*

Courses at Other Colleges

Students who have reason to take courses for credit at other colleges should consult with an academic advisor and file the appropriate form in the Registrar’s Office. The decision to allow a student to take such courses is made by the Vice President of Academic Affairs in consultation with the Department Chairperson or Director. The College reserves the right to refuse permission or to limit the number of such courses.

When the courses have been completed, students are responsible for having an official transcript sent to the Registrar. Although the grades are not entered on the transcript nor included in the cumulative index, no credit will be allowed for a course with a grade below B. *(See Curricular Offerings Section.)*

Academic Standing

At the end of each semester the Registrar reviews the record of every student and refers to the individual departments, those who have failed to maintain an index of 3.0 and/or who have failed to complete successfully the minimum number of credits for their enrollment status. The faculty members endeavor to determine the causes of the academic difficulty and may require adjustments to the program. A cumulative index of 3.0 is required in order to remain in good academic standing and to graduate.

Students who continue to achieve below the requisite index of 3.0 and/or who have failed to complete successfully the minimum number of credits for their enrollment status may be dismissed at any point in their program at the discretion of the Academic Development Committee. Students who have been dismissed may represent to the Vice President of Academic Affairs, in person or in writing, any relevant circumstances.

Changes in Concentration, Degrees, and Certificates.
(See Curricular Offerings Section.)

Change of Program
(See Curricular Offerings Section.)

Grades and Reports

Transcripts of courses and grades are issued at the end of each term. Grades are interpreted as follows:

<u>Quality</u>	<u>Grade</u>	<u>Percentage</u>	<u>Quality Points</u>
Excellent	A	93.0-100	4.0
Excellent	A-	90.0-92.9	3.7
Good	B+	87.0-89.9	3.3

Satisfactory	B	83.0-86.9	3.0
Unsatisfactory	B-	80.0-82.9	2.7
Unsatisfactory	C+	77.0-79.9	2.3
Unsatisfactory	C	73.0-76.9	2.0
Unsatisfactory	C-	70.0-72.9	1.7
Unsatisfactory	D+	67.0-69.9	1.3
Unsatisfactory	D	63.0-66.9	1.0
Unsatisfactory	D-	60.0-62.9	0.7
Unsatisfactory	F	Below 60.0	0.0

Grade Designation

*WD: Withdrew without penalty

*WE Withdrew failing

*WU: Unofficial withdrawal without penalty (before mid-point without penalty.)

*FN: Failure for non-attendance (disappeared after mid-point with penalty.)

*see *Academic Life: [Withdrawing from Courses](#)*

Examinations

Final examinations are held at the end of each semester. Exceptions to this procedure require the approval of the Vice President of Academic Affairs.

Genuine emergency such as illness is the only excuse for absence from an examination. Documentation of the emergency may be required. A student who is absent from a final examination must call the Registrar on the day of the exam, giving the reason for the absence. Within one week, the student must write to the Vice President of Academic Affairs, stating the reason for the absence and requesting a make-up exam. A fee of \$25 is required for each make-up examination. The date, and time, of the examination will be determined by the department. Students must take the make-up exam at the time specified. A student who is absent from a make-up exam will receive a grade of zero for the exam.

Incomplete Coursework

The following procedures regarding incomplete coursework will be strictly enforced. An extension of time to complete coursework will be granted only when unusual, extenuating circumstances exist, **and only after consultation with the instructor**. It is the responsibility of each student to keep his or her instructor informed of reasons for late submission of coursework. After the instructor approves the student’s written request for an extension of time, the instructor will sign and submit the required form to the academic department for Director or Chair approval and processing. Proof of the extenuating circumstances may be required before final approval by the Vice President of Academic Affairs is granted. *(See Curricular Offerings section for incomplete coursework dates.)*

It is the responsibility of the student for whom such an exception has been granted to submit all missing coursework to the Instructor and Director, or Associate Director, on or before the dates listed in the Curricular Offerings section.

NOTE: The dates that are included in the Curricular Offerings section will pertain

regardless of whether or not Incomplete Forms have been submitted, mailed, or returned.
All coursework must be completed prior to the day of graduation.

The instructor reserves the right to reduce the grade on incomplete coursework in addition to any other reduction in grade already imposed for late submission of coursework. Failure to comply with the above procedures and time lines listed in the Curricular Offerings section will result in a student receiving a zero for the missing coursework.

Registration for the following semester will typically be restricted as follows:

- Registration will be restricted to six credits (or fewer credits depending upon other grades) for students in good academic standing with one incomplete grade in the prior semester.
- Students with more than one incomplete grade in a prior semester and students with an overall G.P.A. less than 3.0 in the preceding semester will not be permitted to register for the following semester.
- Students with incomplete grades in more than one semester will not be permitted to register in subsequent semesters without approval of the Chair or Director, and Vice President of Academic Affairs. Students with a pattern of incomplete coursework (and absences from finals) may be dismissed from the program.

Conversion of Incomplete and Absence Grades.

All grades submitted to the Registrar’s Office with a value of I (Incomplete) or AB (Absence from final exam) or blank grades that have not been changed to a final academic grade by the instructor of the course will automatically be converted to a final grade of F one semester after the conclusion of the semester for which the grade was submitted. If the instructor has submitted a grade to be awarded without the missing course work that grade will then be entered on the student’s transcript.

Withdrawal from the College

Students who plan to withdraw from the College should consult an advisor and then submit written notification of withdrawal. All financial obligations to the College must be fully paid before students may withdraw or graduate in good standing. In addition, students who have received a scholarship or loan must have an exit interview with the Financial Aid Officer. (See Financial Aid). It is important for financial aid purposes that the last date of attendance be officially recorded. The Administration of the College may require the withdrawal of students whose academic record or conduct is judged unsatisfactory.

Students who have been inactive for two semesters or more should consider themselves withdrawn. If they wish to later re-enroll at the College, they will be required to be readmitted and will be subject to all the requirements and procedures in force upon their subsequent readmission.

St. Joseph’s College is under no obligation to readmit students who have withdrawn from the College or who have been asked to withdraw.

Procedure for Appealing Grades

1. For final grade appeals, students must initiate the process within thirty, (30) calendar days from the time that student grades are posted.
2. If a student wishes to appeal a grade, the appeal should be directed to the Director or Chair. The student will be encouraged to meet with the instructor, with the arrangements made by

personnel of the department.

3. In the event that the student and the instructor do not confer, or the matter cannot be resolved through discussion, the student will contact the Director or Chair.
4. Students must submit the complaint in writing to the Director or Chair. All relevant materials should be submitted at this time.
5. The Director or Chair, in cooperation with the Registrar, will secure all tests, papers, attendance records, grade breakdowns and outlines.
6. If the challenge is straightforward, i.e., a mathematical discrepancy or a question of mathematical computation, the matter will be handled by the Director or Chair, who will inform the instructor of the need to correct the grade.
7. If the question is a qualitative one, the appropriate Director or Chair will review the matter with the faculty member. If the Director or Chair and the faculty member are in agreement about the appropriate grade, the faculty member will either change or retain the grade, and the student will be contacted.
8. If, however, the matter cannot be settled by agreement between the instructor and the Director or Chair, or if the student disagrees with the decision reached in step 7 above, the decision may be appealed to the appropriate Vice President of Academic Affairs, who will seek consultation with objective parties as needed. The student may submit a copy of the written complaint to the appropriate Vice President of Affairs, who will meet with him/her within fifteen (15) school days or receipt of the complaint. The Vice President of Academic Affairs will render a decision in writing, usually within ten (10) school days after the meeting with the student.

See Curricular Offerings for Grade Appeal Procedures for Graduate Management Studies and Nursing.

Students Right to Privacy and Access to Records

Public Law 93-380, usually titled “Family Educational Rights and Privacy Act,” or more often known simply as the Buckley Amendment, prohibits release of any material in a student’s file without the written consent of the college student. This law also affords students the right to review the contents of their official academic folders, except for those documents excluded by Law 93-380, as amended.

Students who wish to inspect their folders are required to complete the REQUEST FOR DISCLOSURE OF STUDENT FILE INFORMATION. These forms are available in the Registrar’s Office and in the Office of the Vice President of Academic Affairs. Students, who wish to challenge the contents of their folders as inaccurate, misleading, or inappropriate, should follow the informal and formal proceedings outlined in the current Student Handbook.

Academic Integrity

In common with all colleges and universities engaged in the search for knowledge, St. Joseph’s College is committed to high standards of academic honesty. Moreover, as a college whose motto is “Esse non videri” To be, not to seem,” St. Joseph’s has a longstanding tradition of considering integrity as a primary value. The College expects students to observe academic integrity in all aspects of their academic life, including the conduct of their examinations, assignments, and research. All members of the college community share the responsibility for creating a climate of academic integrity, based on fairness to others and respect for oneself. Violations of academic integrity are treated very seriously. Policies and procedures for violations

of academic honesty are explained in detail in the Student Handbook.

Student Complaints

A student who has a complaint about an academic matter should know the procedures set forth in the Student Handbook under Student Grievance Procedures in Academic Matters. No adverse action will be taken against any student who files a complaint.

Bias Related Crimes

In compliance with Section 6436 of the Education Law, St. Joseph’s College adopts the following policies and procedures:

All actions against persons or property, which may be considered bias crimes are unequivocally prohibited at all times in any college owned or operated property, or at any college sponsored activities.

Bias crimes may be defined as any form of unlawful harassment or other harmful behavior such as assault which is based on an individuals, race, national origin, disability, veteran status, or on any individual status in any group or class protected by applicable federal, state, or local law.

The penalties for committing such crimes will include reporting the incident to the appropriate authorities so that an independent investigation can be conducted. The College will also undertake an investigation of the incident, in keeping with the guidelines published in the Student Handbook. The procedures for dealing with bias related crimes will be the same as those outlined for grievances relating to allegations of sexual harassment and all other forms of unlawful harassment and discrimination.

The Office of Counseling will provide support services for victims of bias related crime, and will make appropriate referrals to outside agencies.

Bias related crime on college campuses occur when a lack of familiarity with people who are different, or who belong to groups that others are uncomfortable with, evolves into a hostile environment. In a college setting many young people come together and encounter people of different cultures and backgrounds for the first time. Because the students bring biases and attitudes from their past experiences, the possibility of bias related crimes must be recognized and every effort must be made to provide opportunities for open and honest dialogue and sharing.

The College provides information about security procedures through a brochure that is distributed to all incoming students and new employees, as well as frequent updates in campus newsletters and publications.

Campus Safety Statistics

The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education. The US Department of Education web site address for campus crime statistics is:

<http://www.ed.gov/admins/lead/safety/campus.html>

The College has designated campus contacts that are authorized to provide campus crime statistics.

SJC Long Island Contact Person:
Daniel Bowe, Director of Security, (631) 687-2692

SJC Brooklyn Contact Person:
Michael McGrann, Director of Security, (718) 940-5741

The College shall provide a hard copy mailed to the individual within 10 days of the request and that information will include all of the statistics that the campus is required to ascertain under Title 20 of the U.S. Code Section 1092 (f).

It is the responsibility of all students to check their St. Joseph's College email account on a regular basis and to inform the College of any change in their mailing address. Failure to do so relieves the College of any liability in the event that students do not receive important information or correspondence.



The mission of St. Joseph's College is to provide a strong academic and value-oriented education at the undergraduate and graduate levels, rooted in a liberal arts tradition that supports provision for career preparation and enhancement.

CONNECT

SJC BROOKLYN

245 Clinton Avenue • Brooklyn, NY 11205 •
718.940.5300

Home | About | Admissions | Academics |
Student Life | Library | Athletics | Alumni | Giving |
MySJC Portal | Privacy Policy

SJC LONG ISLAND

155 West Roe Boulevard • Patchogue, NY 11772 •
631.687.5100

Home | About | Admissions | Academics |
Student Life | Library | Athletics | Alumni | Giving |
MySJC Portal | Privacy Policy

SJC ONLINE

155 West Roe Boulevard • Patchogue, NY 11772 •
631.687.4514

Home | Programs | Admissions | FAQs |
Affordability | Credit for Experience |
Military & Veterans | Privacy Policy

ENGAGE



Admission and Finances



- Admission Requirements

•

Application Procedure

•

International Students

•

Health Insurance

•

Statement of Costs for Academic Year
2015-2016

•

Tuition Policy

•

Withdrawal from a Course or From the
College: Tuition Refunds

•

Awarding of Degrees and Graduation

•

Financial Aid

•

Student Expenses

•

Federal Financial Aid Programs

•

St. Joseph's College Financial Aid
Programs

It is the policy of St. Joseph’s College not to discriminate on the basis of race, color, religion, sex, national and ethnic origin, age, handicap, or marital status in its educational programs, admission policies, and employment polices, financial aid, or other school administered programs. This policy is implemented in compliance with Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973.

Admission Requirements

An applicant wishing to pursue a graduate degree or certificate program at St. Joseph’s College must hold a bachelor’s degree and be deemed capable of completing the requirements for the degree or certificate. The Office of Admissions, in consultation with the academic program, has the right to waive a requirement or request additional material. Additional requirements for majors and certificate programs are indicated in the *Curricular Offerings* section of the catalog.

Application Procedure

See *Curricular Offerings* Section

International Students

Registration at St. Joseph’s College is contingent upon admission to the college and acquisition of a valid student visa (F1) from the United States Immigration and Naturalization Service. For further information contact the Office of International Student Services at (718) 940-5830, or visit our website at www.sjcny.edu.

Health Insurance

All full-time students will be required to carry Health and Accident Insurance. This fee will be charged in the Fall and Spring semesters. If a student is currently covered by another policy of

Catalog Search

S

Advanced Search

CATALOG HOME
INSTRUCTIONAL PROGRAMS
CURRICULAR OFFERINGS
SJC ONLINE PROGRAMS
COURSE DESCRIPTIONS
ACADEMIC LIFE
ADMISSION AND FINANCES
THE COLLEGE
REGISTERS

greater or equal value, the St. Joseph’s College insurance may be waived. Waiver forms are available in the Dean of Students Office, on both campuses, or can be downloaded from the St. Joseph’s College website at www.sjcny.edu. Please read and follow all the instructions on the Waiver Form. This form must be completed and returned to the Office of Student Life each Fall by October 1. Health and Accident Insurance must be waived each year if not desired.

Students who were part-time in the Fall semester and full-time in the Spring semester: these student will automatically receive insurance coverage for the Spring and will automatically be charged in the Spring semester only. Any student already covered by another policy may complete and submit a waiver form to the Dean of Students Office by February 1, each spring.

INTERNATIONAL STUDENTS: International students who require insurance coverage in excess of the limited provided by the student accident and sickness plan can request enrollment in a plan tailored to the international student. International students who wish to participate in the International Plan must obtain an Enrollment Form from the Dean of Students Office.

Statement of Costs for Academic Year 2015-2016

A remittance of \$25 is payable when the application for admission is filed. The application fee is a service fee and is in no case refundable.

If a bank refuses a check for insufficient funds, a \$25 fee will be added to the total bill. (For extension agreement, contact the Business Office located on the first floor of Tuohy Hall 245 Building, Room 111, at SJC Brooklyn, or O’Connor Hall, 2nd Floor, at SJC Long Island Campus.

Graduate Tuition and Fees

Tuition (Effective Summer)		\$825 per credit
College Fee	- 1 to 7 credits	\$13 per credit
	- 8 to 11 credits	\$96 per semester
	- 12 or more credits	\$125 per semester

Technology Fee	- up to 7 credits	\$40 per semester
	- 8 or more credits	\$75 per semester

Mandated accident insurance		\$6.50 per semester
-----------------------------	--	---------------------

Non-matriculated students - see above.

Total tuition charges and fees must be paid at registration.

Application Fee: A remittance of \$25 is payable when the application for admission is filed. The application fee is a service and is in no case refundable.

Special Fees

Laboratory Fee	\$20 - \$150 per course
(Bio, Chem., Physics, Psychology, Studio Art – consult course listing for specific fee)	
Graduation Fee (not including cap and gown)	\$125
Certificate Fee (per certificate at completion)	\$10
Late Registration Fee*	\$25
Make-up Examination Fee	\$25

Make-up Examination Late Fee		\$10
Change of Academic Program Fee (Add/Drop each form)*		\$20
Child Study Program fee (Junior Year-Second Term)		\$50
Transcript Fee		\$ 5
Identification Card Fee	First ID free, replacement costs	\$15
Fee for checks returned by bank		\$25
Tuition Extension Fee		\$25 - 100
Orientation Fee - Freshman		\$150
Orientation Fee - Transfer		\$75
Malpractice fee (Nursing Program - NU 350, NU 410, NU 450)		\$30 per course
Psychology Insurance fee (PSY 370, PSY 400 Long Island only)		\$35
Parking Fees	SJC Long Island only	\$ 5 per semester
	SJC Brooklyn (Optional: payment does not guarantee a spot)	\$50 per semester
Video Course fees		\$40

Note: In addition to the \$25.00 non-refundable application fee, students must make a non-refundable tuition deposit at the time of registration. For full-time students a fee of \$250 is due, and for part-time students a fee of \$80 is due.

**Payable after the first class session*

Tuition Policy

Students accepted for admission must make a tuition deposit at the time of registration. Full time students (12 or more credits a semester) pay \$250; part-time students pay \$80. (These amounts include a \$5.00 I.D. Card Fee.) The deposit is not refundable, but it will be credited toward the first term’s tuition. In certain instances, the non-refundable tuition deposit paid by a first semester student may be applied to the next semester. A student’s bill for tuition and fees is based on the number of credits for which a student intends to register, less applicable Financial Aid, Grants, or Scholarships for that semester. Scholarships or Student Aid may only be subtracted if all related applications and other information have been submitted on a timely basis. Payment of the remaining balance constitutes “Clearance” by the Business Office. The Business Office must clear bills for the semester before students may attend class. Students who do not receive financial clearance from the Business Office will not be officially registered at the College for that semester. Students may not enroll for a successive semester until their accounts have been completely satisfied. St. Joseph’s College makes available several tuition financing options through tuition deferment programs. The two monthly budgeting programs the College offers are The Tuition Management System and Academic Management Services.

Basically, these programs are designed to afford students the opportunity to pay their educational expenses in monthly installments. Students may elect to contract with either of these services for a nominal initial participation fee prior to or at the beginning of each new academic year. Students interested in either of the two plans may obtain brochures and applications in the Business Office. Additional information may be received by calling AMS at 1(800) 635-0120 and The Tuition Plan at 1 (800) 722-4867.

Students who are unable to pay what is owed by the first day of class (other than those who are enrolled with either the Tuition Management System or Academic Management Services) will have their account automatically default to St. Joseph’s College Tuition Extension Agreement. Unlike the other two deferment programs, under the St. Joseph’s College Tuition Agreement, a finance charge will be assessed. Questions regarding the College’s tuition policy should be addressed to the Bursar (SJC Brooklyn at (718) 940-5606 or SJC Long Island at (631) 687-4555.)

Withdrawal from a Course or From the College: Tuition Refunds

Withdrawal from the College may entitle a student to a refund of tuition, but not of fees. The date of withdrawal is considered when calculating refunds. Tuition liability is based on the date the change of program form is received by the Registrar. See *Curricular Offerings* Section for additional information on withdrawing from a course or the College.

The percentage of refund will be determined according to the following schedule:

Weeks (Fourteen-week)	
<u>Withdrawal Effective</u>	<u>% of Refund</u>
Prior to First Class Meeting	100%
After First and After Second Class Meeting	80%
After Third Class Meeting	60%
After Fourth Class Meeting	40%
After Fifth Class Meeting	20%
After Sixth Class Meeting	0%
Every Other Week Classes	
<u>Withdrawal Effective</u>	
Prior to the First Class Meeting	100%
After First Class Meeting	80%
After Second Class Meeting	60%
After Third Class Meeting	20%
After Fourth Class Meeting	0%

The rate of refund for any unique class scheduling configuration is pro-rated according to the above refund schedule.

This schedule does not apply to the tuition deposit required of first time students. This deposit is non-refundable. In the absence of written notification, the Dean determines the date of withdrawal. Refunds of financial aid awards, student loans, etc., are not refundable until the College has received the actual funds and the student’s eligibility for the funds has been determined.

Federal Title IV recipients should see the Return of Title IV Funds Section of this catalog.

A refund will not be granted to a student who is dismissed or who withdraws while under disciplinary action.

A student who feels that his/her individual circumstances warrant an exception to the College's refund policy may submit a written appeal for special consideration to the Bursar. The Bursar's decision is subject to appeal to the Chief Financial Officer.

In order to initiate a request for a refund, a student must complete a Refund Application Form at the Business Office, or apply by mailing a written request bearing the student's signature to the Business Office after the fifth (5) calendar week into the semester.

It is necessary to allow for a minimum of 10 business days for processing the refund application and for preparing the refund check, which may be picked up at the Business Office or, upon request, may be mailed to the student.

Awarding of Degrees and Graduation

Graduation exercises are held annually in May/June. Degrees, however, are granted three times a year (August, January, June). August and January graduates may elect to receive their diplomas in February or wait until commencement.

Students who require proof of graduation prior to commencement may request a letter of completion and/or transcript from the Registrar.

Students who miss the deadline for graduation application will not receive diplomas until two months after the date of graduation.

Any change in program stated on the graduation application must be brought to the attention of the Registrar.

Financial Aid

Application Procedures

To be considered for federal, state and institutional sources of financial aid, students should follow these procedures each academic year.

- 1. Complete the Free Application for Federal Student Aid (FAFSA) designating St. Joseph's College as a recipient. The student will be asked to enter the appropriate St. Joseph's federal school code.
 - . SJC Brooklyn: 002825
 - . SJC Long Island: E00505

The FAFSA may be completed online at www.fafsa.gov, or a paper FAFSA may be completed and mailed in to the Federal Student Aid Processor.

- 2. If the student's FAFSA is selected by the processor for verification, the student will be asked to provide additional documentation to the Office of Financial Aid. The documentation will be compared to the FAFSA, and corrections will be made as necessary. The Office of Financial Aid must be in receipt of the documentation, and all necessary corrections must be made before awards can be disbursed.
- 3. Priority for certain financial aid programs will be given to students who adhere to the following recommended filing dates:

Summer entering students:	February 25
Fall entering students:	March 15
Spring entering students:	November 1
Continuing students:	April 30

Requirements and Responsibilities of Student Aid Recipients

All students who receive financial aid are responsible for understanding the academic standards they must meet in order to maintain eligibility for specific programs. Federal financial aid recipients should consult the Federal Financial Aid Programs section of this catalog. Recipients of St. Joseph’s college scholarships and grants should consult the St. Joseph’s College Financial Aid Programs section of this catalog. New York State financial aid recipients should consult the New York State Financial Aid Programs section of this catalog.

Students must notify the Office of Financial Aid in writing of the amounts and sources of any outside aid that they may be receiving. For example, students should inform the Office of Financial Aid about a scholarship that they may be receiving from a community organization.

Student Expenses

In order to aid in financial planning, the Office of Financial Aid has provided the following table of estimated costs at St. Joseph’s College. All costs are subject to change.

St. Joseph’s College Graduate Program 2015-16 Student Expenses

Institutional Costs

Tuition	\$825 per credit
M.F.A. in Creative Writing Tuition (based on 9 credits per semester)	\$12,150.00 per semester
College Fee (based on 9 credits per semester)	\$96.00
Mandated Accident Insurance (based on 9 credits per semester)	\$10.00 per semester
Technology fee (based on 9 credits per semester)	\$75.00

Non-Institutional Costs (estimated)

Books and Supplies	\$250 per semester
Personal Expenses	\$1000 per semester
Transportation	\$1000 per semester
Independent Living Expense	\$3000 per semester
Loan Fees	\$110.00 per semester

Federal Financial Aid Programs

To receive federal student aid, a student must: 1) have a high school diploma or a General Educational Development (GED) certificate, or complete a high school education in a home school setting approved under state law; 2) be enrolled or accepted as a regular student in an eligible degree or certificate program; 3) be a U.S. citizen, U.S. National, or eligible non-citizen;

4) have a valid Social Security Number (unless you are from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau); 5) be registered with Selective Service if you are male (you must register between the ages of 18 and 25); 6) maintain satisfactory academic progress in college; 7) sign certifying statements on the FAFSA stating that you are not in default on a federal student loan and do not owe a refund on a federal grant; and 8) certify that you will use federal student aid only for educational purposes.

Satisfactory Academic Progress Policy for Federal Financial Aid Recipients

Satisfactory academic progress is defined as proceeding toward successful completion of degree requirements. The SJC Office of Financial Aid is required by federal regulation to determine whether a student is meeting the requirements. The official record of the SJC Registrar is reviewed to determine student compliance with this Policy. **Satisfactory Academic Progress is reviewed and determined at the conclusion of each semester. Students enrolled in certificate programs will be evaluated at the mid-point of their program.**

This Policy pertains only to applicants for federal assistance. A recipient of an SJC institutional scholarship, tuition remission, or an institutional grant must meet the eligibility requirements of the respective program. The New York Tuition Assistance Program (TAP), as well as any other state sponsored programs, has their own, specific progress policies. We encourage you to review the Office of Financial Aid website. If you have questions about the monitoring of satisfactory progress not addressed in this policy, please contact our office.

Satisfactory Academic Progress Requirements

- 1. Not exceed a maximum number of hours to complete the degree program:
Undergraduate students must not exceed 192 credits.
Graduate students must not exceed 54 credits.
Students enrolled in certificate programs must not exceed 36 credits.
- 2. Maintain a cumulative Graduation/Retention Grade Point Average:
Undergraduate students must maintain a cumulative GPA of 2.0.
Graduate students must maintain a cumulative GPA of 3.0.
- 3. Successfully complete at least 75% of the total cumulative hours attempted. This includes **all courses attempted at St. Joseph’s College as well as courses transferred into St. Joseph’s College that are applicable to a student’s program**. For example, a student who has attempted a cumulative total of 55 hours must have successfully completed at least 41 credit hours to meet the requirement ($55 \times .75 = 41.25$; round decimals down to whole numbers).

Courses/Grades Used in Determining Satisfactory Academic Progress:

All coursework attempted, including any dropped, repeated, reprieved or remedial courses or withdrawals recorded on the St. Joseph’s College Transcript at the time of the progress check are considered when determining if the student has exceeded the maximum number of hours for degree completion and has completed 75% of the total cumulative hours attempted.

The following grades indicate successful completion of a course: “A,” “B,” “C,” “D,” or “P”.

The following grades indicate a course was not successfully completed: “F,” “I”, “AB”, “WD”, “WF”, “WU”, “FN”, “NC”, or a course for which a grade was not entered.

Audit courses are not counted in the total hours attempted for any semester or as successful

completion of a course. Independent study, correspondence and extension courses may count toward successful completion of hours attempted if they are completed by the last day of the semester. For information about eligibility and payment of aid for these types of courses, please contact the Financial Aid Office.

Transfer coursework must be reflected on the St. Joseph’s College Transcript to be considered for purposes of financial aid eligibility.

Failure to Maintain Satisfactory Academic Progress:

A student who exceeds the maximum number of hours allowed for degree completion will be suspended from future financial aid until the reason for the excessive hours can be adequately documented.

A student who either fails to achieve the required cumulative Graduation/Retention GPA, or to complete at least 75% of the total hours attempted, will be placed on financial aid probation for the following academic semester of enrollment at St. Joseph’s College. A student may receive financial aid while on probation. At the end of the probationary period, if a student is meeting the Satisfactory Academic Progress requirements, he/she will regain unconditional eligibility for federal financial aid programs. If a student has not met the requirements, he/she will have eligibility for federal financial aid suspended. Please see below.

Financial Aid Suspension:

A student denied assistance based on the Satisfactory Academic Progress Policy may submit a written appeal to the Financial Aid Appeals Committee. An appeal form is included in the suspension notification letter. The appeal and supporting documentation must be received in the St. Joseph's College Financial Aid Office by the deadline reflected in the suspension notification letter. The appeal should speak **in detail** to mitigating or extenuating circumstances that affected the student's academic performance, i.e., severe physical injury or mental trauma.

A student suspended for exceeding the maximum hours allowed for degree completion should also have the academic advisor complete the “Remaining Hours Required for Degree Completion” form if extenuating circumstances require the student to exceed the maximum hours limit. The form is included in the suspension notification letter.

Action taken on a financial aid appeal is final and is transmitted to the student in writing by the Financial Aid Appeals Committee. Depending upon the timeliness of the appeal, it is possible for a student to have an appeal denied and also not be entitled to a refund of charges if the student chooses to withdraw from classes. A student who enrolls and attends class whose appeal is subsequently denied will be eligible for a refund of charges based solely on the refund policy in the in the St. Joseph’s College Catalog.

A student suspended for reasons other than exceeding the maximum number of hours for degree completion who does not appeal, or whose appeal is denied, may be reinstated on a probationary basis by meeting both of the following criteria:

- 1. Achieve the required cumulative Graduation/Retention GPA or the required Semester GPA (Undergraduate = 2.00; Graduate = 3.00); and,
- 2. Successfully complete 75% of the total cumulative hours attempted or 75% of the hours attempted for that semester.

A student may regain eligibility by attending St. Joseph’s College for the academic year **without**

the benefit of federal financial aid and meeting the SAP eligibility criteria. A student may also regain eligibility by transferring work into SJC from an accredited institution. Transfer work must be reflected on the St. Joseph’s College transcript to be considered for purposes of federal financial aid eligibility.

Withdrawal from the College (Return of Title IV Funds)

Federal financial aid is awarded to a student under the assumption that the student will attend school for the entire period for which the aid is awarded. When a student withdraws from the college, he or she may no longer be eligible for the full amount of federal aid originally awarded. If a federal financial aid recipient withdraws after beginning attendance, and before the 60% point in the term, the amount of federal grant and/or loan assistance earned by the student must be determined. If the amount disbursed to the student is greater than the amount the student earned, unearned funds must be returned. If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, the student may be entitled to a post-withdrawal disbursement.

Federal Direct Unsubsidized Loans

Direct Unsubsidized Loans are available to eligible undergraduate and graduate students who are enrolled at least half time (6 credits per semester). Financial need is not a requirement. Interest begins accruing when the loan is disbursed. Repayment begins 6 months after the student ceases to be enrolled at least half time. Direct Unsubsidized Loans have annual limits, and aggregate lifetime limits. First time borrowers will be required to complete a Master Promissory Note (MPN) and entrance counseling session.

Federal Graduate/Professional PLUS Loans

Federal Graduate/Professional PLUS Loans are available to graduate students who are enrolled at least half-time (six credits per semester), and who have applied for and exhausted the annual maximum loan eligibility under the Direct Unsubsidized Stafford Loan Program. The annual loan limit is the student’s cost of attendance minus any other aid received. A credit pre-approval is required of borrowers.

Federal Work-Study Program

The Federal Work-Study (FWS) Program is offered through the federal campus-based aid program and provides employment opportunities to eligible students. Actual award amounts are based on the student’s financial need, pay-rate, amount of contracted hours and funding availability. FWS funds at SJC are received in the form of a monthly paycheck for hour worked. FWS funds are limited and positions are filled on a first-come, first-served basis. An offer of FWS on an award letter does not guarantee position availability. Please contact the Office of Financial Aid for job availability and more information.

New York State Financial Aid Programs

For additional information on any New York State Programs, including questions of eligibility, please contact New York State Higher Education Services Corporation (NYSHESC) at (888) NYS-HESC or visit their website at www.hesc.ny.gov.

Individuals with Disabilities

Students who are medically diagnosed with a physical, developmental or emotional disability,

may be eligible for a grant that would assist with educational expenses. Please contact the Office of Adult Career and Continuing Education Services - Vocational Rehabilitation (ACCES-VR) for more information, or visit their website at www.access.nysed.gov/vr/.

St. Joseph’s College Financial Aid Programs

St. Joseph’s College Alumni Graduate Academic Excellence Award

St. Joseph’s College graduates who completed their bachelor’s degree with a final cumulative GPA of 3.4 or higher, and who are admitted to a Graduate Program at St. Joseph’s College may be eligible for the one-credit SJC Alumni Graduate Academic Excellence Award. Eligible students are entitled to a one-credit tuition grant in the first fall semester of matriculation as a graduate student. Consult the Office of Admissions for applicable conditions and procedures.

St. Joseph’s College Graduate Alumni Tuition Grant

Students who earned their bachelor’s degree from St. Joseph’s College and who are enrolled in a Graduate Program at St. Joseph’s College may be eligible to receive a three or six credit tuition grant. Students eligible for a six-credit grant are entitled to a three-credit tuition grant in the fall semester and a three-credit tuition grant in the spring semester of their last year. If students are eligible for a three-credit grant, the grant will be awarded in the last semester (excluding summer). Consult the Office of Admissions for applicable conditions and procedures.

Corporate and Organization Partnership Discounts

St. Joseph’s College offers various discounts to personnel and staff members of certain entities. Examples of current partnership discounts are: NY City Police Department, Fire Department of NY City, NY City Department of Correction, NY City Court Officers, Department of Defense, Catholic Charities, Visiting Nurse Service of NY, Internal Revenue Service, Suffolk County Association of Municipal Employees, Long Island Railroad and Diocesan Teachers. Discounts and programs vary, consult with an admissions counselor for more information.

Students with questions concerning financial aid should contact the Office of Financial Aid at (718) 940-5700 for SJC Brooklyn and (631) 687-2600 for SJC Long Island.



The mission of St. Joseph’s College is to provide a strong academic and value-oriented education at the undergraduate and graduate levels, rooted in a liberal arts tradition that supports provision for career preparation and enhancement.

The College



- Mission and Goals of St. Joseph's College

The Graduate Programs

History

Location

Facilities

Accreditation's and Memberships

Mission and Goals of St. Joseph's College

The mission of St. Joseph's College is to provide a strong academic and value-oriented education at the undergraduate and graduate levels, rooted in a liberal arts tradition that supports provision for career preparation and enhancement. The College aims in this way to prepare each student for a life characterized by integrity, intellectual and spiritual values, social responsibility, and service - a life that is worthy of the College's motto, *Esse non videri* - "To be, not to seem."

Independent and co-educational, St. Joseph's College provides affordable private education that serves a diverse population of academically eligible students.

St. Joseph's College affirms the dignity, freedom, and inherent value of each person. This affirmation is realized through a student-centered environment wherein the faculty's primary commitment is to excellence in teaching. In this open, supportive atmosphere, students are challenged to develop their full potential and are encouraged to acquire a spirit of inquiry and a joy in learning.

To accomplish this mission, St. Joseph's College has established the following goals:

- to offer curricula that foster the knowledge and intellectual skills associated with the liberally educated person;

to encourage students to develop personal value systems and responsible self-direction;

to foster committed participation in the local and global communities;

to help students develop as whole persons by providing individual attention, interactive teaching, and opportunities for active participation in academic and extracurricular programs;

to prepare students for their careers by offering the necessary professional and pre-professional education;

to provide for the needs of a diversified student population with varied educational and professional experiences;

to foster an environment of openness to the exploration and understanding of diverse ideas, traditions, and cultures;

Catalog Search

S

Advanced Search

CATALOG HOME
INSTRUCTIONAL PROGRAMS
CURRICULAR OFFERINGS
SJC ONLINE PROGRAMS
COURSE DESCRIPTIONS
ACADEMIC LIFE
ADMISSION AND FINANCES
THE COLLEGE
REGISTERS

to support educational programs and services that will contribute to the vitality of the communities served by the Brooklyn and Suffolk Campuses.

The Graduate Programs

St. Joseph's College has shown a strong commitment to graduate education since the first master's degree program was accredited in 1995, the M.A. in Infant Toddler Early Childhood Special Education. Today, St. Joseph's offers many master's degrees in Education, Human Services Leadership, Management, Nursing, and Fine Arts. All are grounded in the mission and goals of St. Joseph's College and all emphasize an orientation to lifelong learning and professional development. Offered in a collaborative and collegial environment, these graduate degree programs continue a tradition of small class sizes, individualized attention and support, as well as resting on a strong educational and technological foundation. The faculty are leaders in their professional fields, with notable academic credentials to support their individual programs.

History

St. Joseph's College for Women, as it was then known, was founded by the Sisters of St. Joseph of Brentwood, in response to the need for a day college for young women. The College received its provisional charter from the Regents of the University of the State of New York on February 24, 1916. From its earliest days, the College articulated its mission in terms of academic quality, value orientation, and career preparation. These values, coupled with the financial support and leadership of the Sisters of St. Joseph, brought early success and the College quickly outgrew its original facilities at 286 Washington Avenue. In 1918 the College moved to its present site at 245 Clinton Avenue, and the first baccalaureate degrees were conferred on twelve graduates on June 17, 1920. The College was accredited in 1928 by the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools. The Regents granted St. Joseph's College an Absolute Charter in 1929. Reverend William T. Dillon, J.D., Professor of Philosophy, who served as Dean of the College and later its President, guided its growth during the significant years that followed.

Under the visionary leadership of Msgr. Dillon, the College placed great emphasis on the holistic development of each student, encouraging personal independence and integrity. This student-centered culture has continued to characterize the College. Academically, the College pioneered in the study of child development, and in 1934 opened a laboratory pre-school, now the renowned Dillon Child Study Center.

With a reputation for strong academic programs and a faculty dedicated to excellence in teaching, the College undertook its first extensive building program during the presidency of Sister Vincent Therese Tuohy. McEntegart Hall Library opened in 1965 and the Dillon Child Study Center in 1968.

Sister George Aquin O'Connor's presidency, 1969-1997, coincided with a period of radical change in higher education. To meet new societal needs, the College admitted men to full matriculation, developed the Long Island Campus in Patchogue, created the School of Professional and Graduate

Studies for adult students, introduced undergraduate programs in Accounting, Business, Nursing, health professions, and a Master's program in Child Study. In support of these academic programs, Callahan Library was constructed on the Long Island Campus in 1988. For the enrichment of student life, the Danzi Athletic Center opened on the Suffolk Campus in 1997.

S. Elizabeth A. Hill, C.S.J., J.D., president from 1997-2014, emphasized the importance of both continuity and change. Undergraduate programs continued to grow even as the College introduced new master’s programs in management, executive M.B.A., literacy, nursing, special education, human resource management, hospitality and tourism management and an M.F.A. in creative writing. Reflecting the technological world in which we live, all college classrooms were equipped with the latest technological support. All buildings were wired, and the two campuses were connected with videoconferencing, enabling a number of courses to be taught simultaneously on both campuses. At SJC Long Island, the Business Technology Center opened in 2002 and a 25-acre Outdoor Field Complex was added in 2012. In Brooklyn, the purchase of the St. Angela Hall property in 2001 made possible major renovations in the College’s landmark-status buildings and ground was broken for The Hill Center in August 2012.

In 2014, Jack P. Calareso, Ph.D., became the College’s seventh president. Dr. Calareso and his wife Rose are the first layman and first lady to serve St. Joseph’s College. During his first year as president, Dr. Calareso completed The Hill Center, which opened in November 2014. This new building was awarded the 2015 Building Brooklyn Award by the Brooklyn Chamber of Commerce.

Dr. Calareso also invited the College’s first Distinguished Professor to join the faculty. Former United States Congressman Tim Bishop was named the Distinguished Professor of Civic Engagement and Public Service.

Dr. Calareso engaged the entire college community in a strategic planning process which resulted in a new Strategic and Operational Plan: “Excellence at St. Joseph’s College.” As part of this plan, the College has launched SJC Online, a fully operational online division of the College.

Location

St. Joseph’s College has two campuses: the main campus, SJC Brooklyn, is located in the residential, historic Clinton Hill section of Brooklyn and the Suffolk campus, SJC Long Island, is located in Patchogue, Long Island.

SJC Brooklyn

St. Joseph’s College is spread over four city block and offers easy access to all transit lines, to the Long Island Expressway, to all bridges in Brooklyn, Manhattan, and Queens, as well as to the Verrazano-Narrows Bridge to Staten Island.

SJC Long Island

SJC Long Island is located in Patchogue at 155 West Roe Boulevard. It is bounded on the north by Sunrise Highway. It is easily accessible from the south shore locations via Southern State, Sunrise Highway (Exit 52) and from central and northern Long Island via Veteran’s Highway, Patchogue-Holbrook Road, Nicolls Road or Route 112.

Facilities

SJC Brooklyn

Sister Vincent Therese Tuohy Hall

Named in memory of a late President of the College, the Administration building contains classrooms, an auditorium, computer facilities, student government offices, student lounges and administrative offices. The chemistry and physics laboratories and the art studio are on the third floor. The college nurse and the Office of Career Development and Engagement are housed here.

Burns Hall

This beautiful Federal-style building contains formal parlors, a formal dining room, a chapel, the Admissions Offices, student lounge and kitchen, and the biology instructional and research laboratories.

St. Joseph’s Hall

This five-story building houses the Office of Institutional Advancement, the Alumni Office and the Director of Security. The beautiful Bloodgood Garden, located behind St. Joseph’s Hall, provides space for alumni reunions, student gatherings, and receptions.

Lorenzo Hall

Lorenzo Hall, located at 265 Clinton Avenue, houses the administrative offices of the Executive Dean, Academic Advisement Center, Council for the Arts, Office of Graduate Management Studies and several academic department offices.

McEntegart Hall

McEntegart Hall, a fully air-conditioned five-story structure, houses the college library, the Academic Center, a nursing education laboratory, and a video conference room. There are also smartrooms, computer rooms, a chapel, the cafeteria and faculty and student lounges.

The first floor of McEntegart Hall houses the Library with a large reading area, student lounge area and numerous study carrels that provide an excellent research environment. There are three private Group Study Rooms where students and faculty can connect a laptop to the flat screen televisions for easier viewing. In addition, each Group Study Room is equipped with a white board wall to facilitate learning. Laptops, cables for audio-visual connection to the televisions and white board supplies are all available to borrow from the Library.

The first floor of the Library features a Faculty Resource Center where faculty enjoy the use of computers and private work space. There are twenty-four PC desktop computers available for use in the Library in the main Reading Room as well as ten Macintosh desktop computers available for use at the “Computer Bar.” The Library Information Technology Center (LITC) is also located on the first floor of the Library, this classroom provides students access to twenty-four PC desktop computers and also one PC desktop computer for instructor use. The Library’s Reference Collection is located in the central stacks on the first floor of the Library.

The Library’s collection contains over 161,132 items, including books, serial back files, e-books and other paper materials (including government documents). The library also has 368 microforms within its collection.

The Library’s Collection also includes two special collections: The Local History and Rare Book Collections are both located on the first floor of the Library. In addition to these resources, the Library offers the use of 11 laptops, 2 netbooks and 4 iPods.

Patrons have access to numerous full-text electronic databases. A fully automated and integrated library system, Voyager 7.0 by the ExLibris Group, ensures efficient retrieval and

management of library resources.

McEntegart Hall Library is a member of Academic Libraries of Brooklyn (ALB) and Metropolitan New York Library Council (METRO), which grants students access to libraries throughout the city and provides resource sharing on a regional basis. Full membership in OCLC (On line Computer Library Center), allows limitless access to all types of resources. In addition, the Library is a member of the Catholic Research Resources Alliance (CRRRA) which allows our patrons to borrow materials from other member libraries in the area. The Library provides reference and instruction services to all patrons via chat, email, telephone and in-person. In addition the Library provides one-to-one research consultations for all library patrons, available upon request.

The Curriculum Library, located on the third floor of McEntegart Hall, includes centralized children’s books and textbooks, provides support to the Child Study curriculum. Adjacent to the Curriculum Library there is a seminar room available for private study.

McEntegart Hall also houses the College Archive, located on the second floor. The Archive contain more than 3,200 images, Footprints (the SJC Brooklyn yearbook) and Horizons (the SJC Long Island yearbook), newspaper clippings from 1916-present, and the original College charters. Other Archive collections include the Board of Trustee meeting minutes, college publications such as Loria, 245, SJC College Magazine, Alumnagram, and the course catalogs.

The Library’s website (<http://mcentegart.sjcnny.edu>) provides constantly updated information to Library patrons.

St. Angela Hall

This former elementary and high school was acquired in 2001 and contains 16 classrooms, the ACES Center, the Office of Campus Ministry, some faculty offices, an auditorium, conference room and lounge.

Dillon Child Study Center

This Center, an enduring memorial to Monsignor William T. Dillon, late President of the College and founder of the Child Study Department and its Laboratory Preschool, opened in 1968.

The first floor of the Dillon Center contains the offices of the Director, the school nurse, staff offices and a conference room. The Center’s preschool inclusion class with observation room, a mixed three and four year old classroom, and a multi-purpose room are also located on the first floor. Two preschool classrooms and Kindergarten room, each with its own observation booth, are located on the second floor, as well as staff offices with additional rooms for therapy, computer and library resources. These facilities make possible increased service to the community.

The Center provides for an enrollment of approximately 100 preschool children. The Center also facilitates the growth of auxiliary programs and inter institutional cooperation with nursing schools, colleges, and other educational agencies.

The Outdoor Theatre

Overlooking the Mall is the Molloy Memorial Outdoor Theatre.

The Hill Center

Located on Vanderbilt Avenue, between Willoughby and DeKalb avenues, the new 43,623

square-foot Brooklyn multipurpose building features a 270-seat NCAA regulation basketball and volleyball court, a fully equipped fitness center, locker rooms, an athletic training room, multipurpose room and parking.

SJC Long Island

O'Connor Hall

The main building which was named O'Connor Hall in 1997 in honor of S. George Aquin O'Connor, contains:

- Administrative and Faculty Offices
- Classrooms and Computer Centers
- Biology, Chemistry, Physics and Psychology Laboratories
- Nursing Department Laboratory
- Art Studios and Music Room
- Local History Center
- Faculty and Student Lounges
- Office for Counseling
- Auditorium and Chapel
- Cafeteria

Callahan Library

The Callahan Library at SJCLong Island is a 25,000 square foot, free-standing facility with seating for more than 300 and access to over 50 public computers. A curriculum library, open lab areas, classrooms, seminar/quiet study rooms, and a videoconference room are located in this building. Two state-of-the-art library instruction rooms were added in 2012. The lab includes 28 student workstations; the Smart Board-equipped classroom is furnished for group instruction. Special collections include the SJC Long Island Archive as well as fiction and non-fiction for children and young adults. Catalog holdings include over 165,000 books (print and electronic), audiovisuals, testing kits, and other instructional aids as well as subscriptions to over 37,000 online and print journals. Memberships in the international bibliographic utility OCLC (Online Computer Library Center) and LILRC (Long Island Library Resources Council) facilitate extensive electronic access to available information. Resource sharing is handled through ILLIAD (inter-library loan), enabling students to request delivery of materials available electronically from other libraries to their e-mail accounts (articles) or for pick-up at Callahan Library (books). The LILRC Research Loan Program (RLP) makes it possible for students whose library accounts are in good standing to apply for short-term borrowing privileges at participating libraries.

Courtesy of remote access software, students and faculty enjoy 24/7 accessibility to e-resources both on-site and from home through the college portal. The web-based OPAC (Online Public Access Catalog) encompasses the Callahan and McEntegart (Brooklyn) collections and may be searched by students and faculty at both campuses. Librarians provide library and information literacy instruction throughout the academic program from orientation sessions through thesis preparation. Faculty-selected course materials are available through the Electronic Reserve System and librarian-published LibGuides (online research guides for disciplines/courses offered) are regularly updated. The hours of library service are adjusted throughout the year to meet student needs and are posted in the lobby as well as on the library website (<http://callahan.sjcny.edu/home>).

Clare Rose Repertory Theatre

The Clare Rose Repertory Theatre is an integral part of the development of St. Joseph's College and serves as a major teaching facility for the College's theatre courses, as well as the performance space for the College and local theatre productions

John A. Danzi Recreation/Fitness Center/Outdoor Field Complex

The Outdoor Field Complex opened in April 2012. We are located approximately one mile east of the L.I. Campus on Sunrise Hwy. Service Road. The complex is home to the Golden Eagles Men's and Women's Tennis, Soccer, and Track & Field teams, Women's Lacrosse, Softball and Baseball. A schedule for all SJC home athletic events is listed at www.sjceagles.com.

This new 24.8 acre complex is state of the art. All venues have a Musco lighting system to allow us to host night contests. The facility contains a number of outstanding venues that are home to several of our Div. III NCAA teams.

- Danzi Stadium: Includes a 400 meter all-weather track, long jump pits, high jump and pole vault areas, steeple chase course, Synthetic turf field for soccer and lacrosse, press box and a grand stand featuring bleachers for up to 1,500 people.
- Gregg Alfano Field: Includes a Synthetic turf infield, clay pitcher's mound, a natural grass outfield that reaches 403ft. to center (310ft. to right and 326ft. to left), bleachers for up to 300people, a press box and dugouts.
- Softball Stadium: Includes a clay infield, a natural grass outfield that reaches 210ft. to dead center, 200ft. to right and left field. There is seating for up to 400 spectators along with a press box and dug outs.
- 6 Tennis Courts: These courts were constructed with a Deco surface, the same material the pros play on at the U.S. Open.

The complex is also available to the SJC Community Including faculty, staff, students and alumni- with valid College I.D. Check out our monthly newsletter to see our hours of operation for the use of the tennis courts and track. College groups wishing to use a venue need to complete a facility use form prior to the event for approval. Outside organizations should fill out the facility use form and will be contacted for further information. For more information call: (631) 687-5135

In addition, the Campus features parking facilities for more than 900 cars. This beautiful suburban setting provides a unique background for a satisfying intellectual, social, and extra-curricular collegiate experience.

Computer Facilities

A high-speed, fiber optic intra-campus and inter-campus network connects all offices, classrooms, computer labs and libraries on both the Brooklyn and Long Island campuses. The network provides both wired and wireless internet access to all students, faculty and staff. All classrooms are equipped with projectors, computers, speakers, and DVD/VCR players that provide our faculty with an easy tool to display content to their students. Several of our classrooms are outfitted with SMART's interactive whiteboards that allow professors to save their whiteboard notes and distribute to students easily.

Two real telepresence video conference classrooms connect the two campuses, allowing for a real-time distant learning experience. The rooms are equipped with SMART interactive whiteboards, high definition video cameras, televisions, document camera, and computers.

MySJC Portal is a single sign-on portal that gives students a convenient way to access their

personal records including billing, grades, financial aid, class schedules, Google Apps email, Blackboard and more.

Students are provided with a Google Apps account for communication and collaboration. Included is over 25GB of storage and the power of Gmail, Google Chat, Google Calendar, and Google Drive.

An integrated online library system enables students to search for and check out books at either campus. Online databases and other electronic resources are available to students from either campus, or from their home computers.

Accreditation's and Memberships

Accreditation

St. Joseph’s College is accredited by the following:

Middle States Commission on Higher Education
3624 Market Street
Philadelphia, PA 19104
267-284-5000

The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The College’s nursing programs are accredited by:
Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road, NE, Suite 850
Atlanta, Georgia 30326
404-975-5000 www.acenursing.org

The College’s teacher education programs (Early Childhood, Childhood, Early Childhood: Disabilities, Childhood: Disabilities; and Adolescence Education: Biology, Chemistry, English, Mathematics, Social Studies and Spanish) are accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Council for the Accreditation of Educator Preparation (CAEP)
2010 Massachusetts Avenue
NW, Suite 500
Washington, DC 20036
202-223-0077

The College’s Programs are registered with the New York State Education Department
Office of Higher Education and the Professions
Cultural Education Center, Room 5B28
Albany, NY 12230
518-474-5851

The College’s Recreation and Leisure Studies program is accredited by the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT).

National Recreation and Parks Association
22377 Belmont Ridge Road

The College’s programs are approved by the New York State Education Department for the training of veterans.

Memberships

The College is a member of many associations, including the following:

- Association of American Colleges and Universities
- Brooklyn Chamber of Commerce
- College Board
- Commission on Independent Colleges and Universities
- Council for Adult and Experiential Learning
- Council for Higher Education Accreditation
- Council of Independent Colleges
- Downtown Brooklyn Partnership
- Long Island Association
- Long Island Regional Advisory Council on Higher Education
- National Association of College and University Business Officers
- National League for Nursing
- Core member of Servicemembers Opportunity Colleges Degree Network System
- The Association of Colleges of Sisters of Saint Joseph



The mission of St. Joseph's College is to provide a strong academic and value-oriented education at the undergraduate and graduate levels, rooted in a liberal arts tradition that supports provision for career preparation and enhancement.

CONNECT

SJC BROOKLYN

245 Clinton Avenue • Brooklyn, NY 11205 •
718.940.5300

[Home](#) | [About](#) | [Admissions](#) | [Academics](#) | [Student Life](#) | [Library](#) | [Athletics](#) | [Alumni](#) | [Giving](#) | [MySJC Portal](#) | [Privacy Policy](#)

SJC LONG ISLAND

155 West Roe Boulevard • Patchogue, NY 11772 •
631.687.5100

[Home](#) | [About](#) | [Admissions](#) | [Academics](#) | [Student Life](#) | [Library](#) | [Athletics](#) | [Alumni](#) | [Giving](#) | [MySJC Portal](#) | [Privacy Policy](#)

SJC ONLINE

155 West Roe Boulevard • Patchogue, NY 11772 •
631.687.4514

[Home](#) | [Programs](#) | [Admissions](#) | [FAQs](#) | [Affordability](#) | [Credit for Experience](#) | [Military & Veterans](#) | [Privacy Policy](#)

ENGAGE



Registers



- Board of Trustees
 - Trustees Emeriti
 - Office of the President
 - Academic Affairs
 - Enrollment Management
 - Student Life
- Information Technology Services
 - Business Affairs
 - Institutional Advancement
 - Faculty Emeriti
 - Full-Time Faculty
 - Part-Time Graduate Faculty

Board of Trustees

W. Christian Drewes, Esq.

Partner, Kelley Drye and Warren LLP

Chair

Frank Lourenso

Chairman of Commercial Banking and Middle Market, JPMorgan Chase & Co. (retired)

Vice Chair

Mary M. Lai

Treasurer Emerita and Senior Adviser, Long Island University

Chair, Finance Committee

Christopher R. Carroll ‘88, Esq.

Founding Partner, Carroll, McNulty & Kull LLC

Secretary

Alberta D’Afflisio Aldinger ‘70

Sheila Baird

Founding Partner and Chief Compliance Officer, Kimelman & Baird LLC

Peter M. Boger

Chairman, President and CEO, Ridgewood Savings Bank

Mary Butz ‘69

Independent Consultant Edspiration

Sister Elizabeth A. Johnson, C.S.J., Ph.D.

Distinguished Professor of Theology, Fordham University

Daniel J. Keane, Esq.

Of Counsel, Raimondi & Associates LLC

Sister Helen Kearney, C.S.J., Ph.D.

President, Sisters of St. Joseph

Bernard Kennedy

Co-managing Member, Bond, Schoeneck & King PLLC

Dennis McCarthy

President & CEO, Wilcom Inc.

Sister Kathleen McKinney ‘71 C.S.J., Ed.D.

Principal, The Mary Louis Academy

Margaret Mohan Meegan ‘69

Peter M. Meyer ‘87

NYC Market President, TD Bank

Frances A. Resheske

Senior Vice President of Public Affairs, Consolidated Edison Company of New York

Peter M. Rogers

President, Edwards and Company

Catalog Search

S

Advanced Search

CATALOG HOME
INSTRUCTIONAL PROGRAMS
CURRICULAR OFFERINGS
SJC ONLINE PROGRAMS
COURSE DESCRIPTIONS
ACADEMIC LIFE
ADMISSION AND FINANCES
THE COLLEGE
REGISTERS

Enterprises LLC

Jack P. Calareso, Ph.D.

President, St. Joseph’s College
Ex Officio

John A. Danzi

Principal, Long Island Hotels LLC

Mary Ellen Dubiel Freeley ‘67, Ed.D.

Associate Professor of Education, St. John’s
University

Sister Angela Gannon, C.S.J.

Coordinator of Sponsored Educational
Ministries, Sisters of St. Joseph

Trustees Emeriti

Stephen Hochberg, Esq.

Trustee Emeritus

Sister John Raymond McGann, C.S.J., Ph.D., L.H.D.

Trustee Emerita

N. Hilton Rosen, Esq.

Trustee Emeritus

Office of the President

- Jack P. Calareso, B.A., M.A., Ph.D., President
- Ann Paiva, B.A., Executive Administrative Assistant to the President
- Linda Ryan, A.A.S., Executive Administrative Assistant to the President

Academic Affairs

- Jill Rehmann, Ph.D., Vice President for Academic Affairs
- Linda F. Fonte, M.S., Associate Dean, SJC Brooklyn
 - S. Carole Anne Lessard, M.A., Assistant Dean, SJC Brooklyn
 - Angela M. Diaz, M.S., Assistant Dean, SJC Brooklyn
 - Karen Williams, Assistant Dean, SJC Brooklyn
 - Matt Kubacki, Director of Student Success, SJC Brooklyn
 - Michael Larson, M.A., M.F.A., Director of ACES Program, SJC Brooklyn
 - Janine Latham, B.A., PGCE, Assistant to the Dean and Director of the Academic Center, SJC Brooklyn

- Christopher J. Frost, Ph.D., Vice President for Academic Affairs
- Gail Lamberta, Ph.D., Associate Academic Dean, SJC Long Island
 - Gretchen Owens, Ph.D., Assistant to the VP for Assessment Initiatives, SJC Long Island
 - Mark Hessler, Ph.D., Coordinator of Innovative Instruction, SJC Long Island
 - Amy Poland, Ph.D., Associate Dean - Online Learning
 - Debra Zaech, M.S.W., C.S.W., Assistant Dean for Academic Services, SJC Long Island
 - S. Karen Donohue, M.S., P.D., Assistant Dean for Academic Affairs, SJC Long Island
 - Mary Herold, M.S., Assistant Dean, SJC Long Island

- Paul Peter Romanello ‘79, M.D.**
 - Co-Founder, Park East Cardiovascular P.C.
- Lisa Rose ‘97**
 - Chief Executive Officer, Clare Rose Inc.
 - (Retired)

- Michael E. Ryan**
 - President, The LandTek Group, Inc.

- Steve Somers ‘82**
 - Owner and President, Vigon International, Inc

Kaliah Greene, M.B.A., Assistant Dean, SJC Long Island

Libraries

Elizabeth Pollicino Murphy, B.A., M.L.S., Ed.D., Assistant Professor and Executive Director of Libraries

Registration and Records

Robert Pergolis, M.A., College Registrar

Dillon Child Study Center

Susan Shapiro, Ed.D., Director

Enrollment Management

Christine Murphy, M.A., Vice President for Enrollment Management - SJC Brooklyn
Gigi Lamens, M.A., Vice President for Enrollment Management - SJC Long Island

Financial Aid

Amy Thompson, B.A., Director of Financial Aid

Student Life

Sherrie Van Arnam, B.A., Vice President for Student Life - SJC Brooklyn
Rose Mary Howell, Ed.D., Vice President for Student Life - SJC Long Island

Office of Student Activities and Co-Curricular Programs

Jaime Vacca-Hoefner, M.S.Ed., Executive Director of Student Life - SJC Brooklyn
Bryan Gill, M.B.A., Director of Student Activities and Co-Curricular Programs - SJC Long Island
Hugo Morales, B.A., Associate Director of Student Activities and Co-Curricluar Programs - SJC Long Island

Office of Multicultural Student Life

Christy Banks, M.A., Director of Multicultural Student Life - SJC Long island

Athletics

Shantey Hill, M.S., ATC, Assistant Vice President and Senior Director of Athletics - SJC Long Island
Alex Winnicker, M.A., Interim Director of Athletics - SJC Brooklyn
Donna O’Connors, B.S., Assistant Athletic Director for Outdoor Facilities and Compliance - SJC Long Island

Office of Career Development and Engagement

Ellen Burti, M.S.Ed., Director, - SJC Brooklyn
Jennifer Rooney, M.S., Director - SJC Long Island

Counseling and Wellness

Mary Schultz, Ph.D., Psychologist and Director of Counseling - SJC Long Island
Jacqueline Merriweather, P.D., M.S., LMHC, Director of Wellness - SJC Long Island

Anissa Moody, Ph.D., Psychologist - SJC Brooklyn
Cheryl Kurash, Ph.D., Psychologist - SJC Long Island
Svetlana Stepukhovich, Ph.D., Psychologist - SJC Long Island

Student Accessibility Services

Katherine Granelli, Ed.D. Director - SJC Long Island
Kris Percival, M.A. Director of Academic Center - SJC Brooklyn

Health Services

Joan Carrig, R.N., BSN, College Nurse - SJC Brooklyn
Ketsia Glemaud, R.N., BSN, College Nurse - SJC Brooklyn

Campus Ministry

SJC Brooklyn

S. Susan Wilcox, M.S., Director of Campus Ministry
Rev. Dennis J. Farrell, M.Div.
Clergy of various faiths offer their services to students.

SJC Long Island

Patrick Tracy, M.A., M.Div., Director of Campus Ministry
Rev. Francis Pizzarelli, S.M.M., M.A., M.S.W.
Clergy of various faiths offer their services to students.

Information Technology Services

Michelle Papajohn, M.B.A. Vice President for Information Technology and Chief Information Officer
Lichele Abear Lucatorto, M.B.A., Executive Director of Client Services
Maureen Williams, B.S., Executive Director of Technology Education
Tadeusz Dec, M.A., Executive Director of Network Operations
Sherley Beausoleil, M.B.A., PMP, ITS Project Management Officer

Business Affairs

John C. Roth, M.B.A., Chief Financial Officer
Matt Brellis, M.S., C.P.A., Controller
D’adra Crump, M.B.A., Executive Director of Human Resources
Maureen Francis, M.B.A., Director of Payroll
Nancy Lowery, M.B.A., Director of Institutional Budgets
Joy Privitera, M.B.A., Bursar

Institutional Advancement

Carrie Bhada, M.H.A., Vice President for Institutional Advancement
Mary Jo Chiara, B.A., Senior Advisor to the Vice President for Institutional Advancement, SJC Brooklyn
Stephanie Ganley, B.S., Assistant Vice President for Institutional Advancement Operations, SJC Brooklyn
Kimberly Branach, B.A., M.A., Director of Annual Giving and Scholarships, SJC Brooklyn
Michael Banach, M.A., Director of Public Affairs and Government Relations, SJC Brooklyn
Paige Carbone, M.S., Director of the Centennial
Magdalena Overton, Director of Advancement Services, SJC Brooklyn

Marketing and Communications

Jessica McAleer Decatur, B.A., Vice President for Marketing and Communications

Brian Wasson, B.A., Executive Director of Social Media

Christopher Gasiewski, B.A., Executive Director of Marketing and Creative Services

Faculty Emeriti

John A. Arnez, Ph.D.

Professor Emeritus of Economics

S. Anne Behre, Ed.D

Professor Emeritus of Child Study

Josephine Belloso, M.A.

Professor Emeritus of Art

Allan Bock, M.B.A.

Professor Emeritus of Business

S. Mary Florence Burns, Ph.D., L.H.D.

Professor Emeritus of English

S. Miriam Honora Corr, Ed.D.

Professor Emeritus of Child Study

S. Catherine Cunningham, M.L.S.

Professor Emeritus, Library

Margaret Jennings, Ph.D.

Professor Emeritus of English

S. Karen Kenney, M.Ed., M.A.

Professor Emeritus of Child Study

Dorothy A. King, Ph.D.

Professor Emeritus of English

S. Rosemary Lesser, M.A.

Professor Emeritus of Child Study

S. Mary Maier, Ph.D.

Professor Emeritus of Chemistry

S. John Raymond McGann, Ph.D., L.H.D.

Professor Emeritus of Education

S. Agnes Meagher, M.A., M.S.

Director Emeritus, Callahan Library

S. Rosamond O’Keefe, M.S.

Professor Emeritus of Psychology

Robert Radus, Diplomé, Ph.D.

Professor Emeritus of French

S. Teresa Ryan, M.A., M.L.S.
Director Emeritus, McEntegart Library

Louis J. Teutonico, Ph.D.
Professor Emeritus of Mathematics

Morton Thompson, Ph.D.
Professor Emeritus of Recreation

Barbara Thorpe, M.S.
Professor Emeritus of Mathematics

Margaret Ward, M.A.
Professor Emeritus of Physical Education

S. Alice Francis Young, M.A.
Professor Emeritus of Child Study

Full-Time Faculty

Isabel Alfonso, Assistant Professor of Spanish
B.A., Universidad de La Habana; Ph.D., University of Miami

Alexander Altman, Associate Professor of Chemistry
B.S., M.A., St. John’s University; M.Phil., Ph.D., Graduate Center of the City University of New York

*S. Jean Amore, Professor of Child Study
B.S., Brentwood College; M.A., Ed.D., Columbia University

Elizabeth Anslow, Associate Professor of Psychology
B.A., Hunter College; M.A., Ph.D., Yeshiva University

Francis Antonawich, Professor of Biology
B.S., University of Rochester; M.S., Ph.D., New York University

Linda Anzalone, Assistant Professor of Organizational Management and Instructional Designer
B.S. Long Island University, Southampton; M.S. S.U.N.Y., Stony Brook; Ph.D. Capella University

Salim Arfaoui, Instructor of Mathematics and Computer Science
B.Tech., New York City College of Technology, M.S. Brooklyn College

Seth Armus, Professor of History
B.A., University of Minnesota; M.A., Ph.D., S.U.N.Y., Stony Brook

James J. Barkocy, Assistant Professor of Business
B.A., St. Francis College; M.B.A., Advanced Professional Certificate, New York University

Heather Barry, Associate Professor of History
B.A., M.A., Pepperdine University; Ph.D., SUNY, Stony Brook

Ellen Bartley, Assistant Professor of Accounting
B.B.A., M.S., Adelphi University; Ph.D. Cand., New York University

Kenneth Bauzon, Professor of Political Science
B.A., Silliman University, Philippines; M.A. (History), M.A. (Political Science), Ph.D., Duke University

E. Jane Beckwith, Associate Professor of Art
B.A., Seton Hill College; M.F.A., Pratt Institute

William F. Bengston, Professor of Sociology
B.A., Niagara University; M.A., St. John’s University; Ph.D., Fordham University

Esther Berkowitz, Associate Professor of Child Study;
Director, M.A. in Literacy and Cognition, SJC Brooklyn B.A., M.S., Brooklyn College, C.U.N.Y;
M.S., Adelphi University; Ph.D., Fordham University

Leon Bernardyn, Assistant Professor of Music
B.M., M.M., Peabody Conservatory; GPD, Johns Hopkins University

K. Candis Best, Assistant Professor of Community Health and Human Services;
Co-Director, M.S. in Human Services Management and Leadership B.S., St. John’s University;
J.D., Villanova University School of Law; M.S., Adelphi University; Ph.D., S.U.N.Y., Stony Brook

Sarah Birch, Instructor of Child Study
A.B., Bryn Mawr College, M.S. Adelphi University, Ed.D. CUNY Graduate Center

S. Miriam Blake, Assistant Professor of Child Study
B.S., Brentwood College; M.S., Brooklyn College, C.U.N.Y.; M.S., Iona College

James Blakeley, Assistant Professor of History
B.A., Lewis and Clark College; M.A., Portland State University; Ph.D., University of Arizona,
Tucson

Laurel Janssen Breen, Associate Professor of Nursing
R.N., B.S.N., College Misericordia; M.A., Ph.D., New York University

Lorraine Brown, Assistant Professor of Nursing
R.N., B.S.N., Hunter College; M.S.N., Boston University

S. Margaret Buckley, Professor of Education
B.A., St. Joseph’s College; M.A., Ed.D., Columbia University; L.H.D.

Michael Burke, AssociateProfessor of Philosophy
B. A., Fordham University; M.A., Boston College; Ph.D., Loyola University

Michele Caccavano, Assistant Professor of Nursing
R.N., A.A.S., Suffolk County Community College; B.S.N., M.S., D.N.P., SUNY at Stony Brook

John J. Capela, Assistant Professor of Business
B.S., Long Island University, SJC Brooklyn; M.B.A., Long Island University, C.W. Post Campus

Barbara Carlstrom, Assistant Professor of Nursing
R.N., B.S.N., M.S.N., S.U.N.Y., Stony Brook

Jeremy Cash, C.T.R.S., Assistant Professor of Recreation
B.F.A., Philadelphia College of Art; M.S.Ed., Lehman College, C.U.N.Y.

S. Mary Ann Cashin, Assistant Professor of Child Study
B.S., Brentwood College; M.S., S.U.N.Y., Albany

Mary Chance, Assistant Professor of Business;
B.S., St. Francis College; C.P.A.; M.S.T., Long Island University

Susan Straut Collard, Professor of Child Study
B.A., Drew University; M.A., Ph.D., Columbia University

Anthony Corrao, Assistant Professor in Business
B.A., Boston University, M.B.A., University of Pittsburgh

Joan Curtis, Assistant Professor of Child Study
B.A., St. Joseph’s College; M.S., Adelphi University; M.A., Ed.D, Columbia University

Raymond D’Angelo, Professor of Sociology
B.A., Duquesne University; M.A., New School for Social Research; Ph.D., Bryn Mawr

Edgar Daniels, Assistant Professor of Child Study
B.A., Widener University; M.S., Long Island University, C.W. Post Campus; M.A.L.S., S.U.N.Y.,
Stony Brook; NBCT

Phillip A. Dehne, Professor of History
B.A., Lafayette College, Ph.D., Syracuse University

Tetyana Delaney, Associate Professor of Biology
M.S., Kiev National University, Kiev, Ukraine; Ph.D. Institute of Molecular Biology and Genetics,
Kiev, Ukraine

Maureen DelMonico, Assistant Professor of Child Study
B.A., St. Joseph’s College; M.A.L.S., S.U.N.Y., Stony Brook

Sharon Didier, Associate Professor of Organizational Management, Co-Director of Graduate
Management Studies
B.S., California State University; M.B.A., Monterey Institute of International Studies; Ph.D.,
University of Santa Barbara; Ph.D., Capella University

Jo Anne Durovich, Assistant Professor of Human Services
B.A., M.S.W., Ph.D., SUNY Stony Brook

Margaret Eckert-Norton, Associate Professor of Nursing
B.S.N., Cornell University; M.S., Columbia University; Ph.D., New York University

Suzanne Elie, Coordinator, Pre-Licensure Nursing Program
B.S., M.S., St. Joseph’s College

Frank Faber, Assistant Professor of Business and Accounting
B.B.A., Hofstra University; M.S., Long Island University

Tina Marie Ferro, Instructor of Hospitality and Toursim Management
B.P.S., New York Institute of Technology, M.S.I.T., Cornell University, Ph.D. (in progress)
Walden University

Marie Fitzgerald, Professor of History
B.S., University of Dayton; M.A.L.S., M.A., Ph.D., S.U.N.Y., Stony Brook

Maria Anne Fletcher, Associate Professor of Nursing
R.N., B.S., Hunter College; M.A., New York University; Ph.D., Adelphi University

Stanley F. Fox, Associate Professor of Business
B.S., New York University; M.B.A., Baruch College, C.U.N.Y.; Ph.D., Walden University

S. Suzanne Franck, Associate Professor of Religious Studies
B.S., St. John’s University; M.A., Queens College, C.U.N.Y.; M.A., Seminary of Immaculate Conception; Ph.D., Fordham University

Barry Friedman, Associate Professor of Child Study
B.S., M.A., Brooklyn College, C.U.N.Y.; Ph.D., Hofstra University

Sharon Friedman-Urevich, Assistant Professor of Nursing
R.N., Middletown Psychiatric Center; B.S.N., M.S.N., F.N.P., Long Island University, C.W. Post Campus; D.N.P., SUNY at Stony Brook

Landon Frim, Assistant Professor of Philosophy
B.A., Florida Atlantic University; M.A., Ph.D., SUNY Stony Brook

S. Jane Fritz, Assistant Professor of Mathematics/Computer Science
B.S., Brentwood College; M.S.E.E., M.S.C.Sc., S.U.N.Y., Stony Brook

Mary Fritz, Associate Professor of Child Study
B.A., St. John’s University; M.S., Fordham University; P.D., Ed.D., St. John’s University

Christopher J. Frost, Vice President for Academic Affairs and Professor of Religious Studies and Psychology
B.A., Baylor University; M.A., Ph.D., Boston University

Steven Fuchs, Professor of History
B.A., St. Joseph’s College; M.A., Ph.D., SUNY, Stony Brook

Carolyn Gallogly, Associate Professor of Human Services; Co-Director, M.S. in Human Services Management and Leadership
B.A., St. Mary-of-the-Woods College; M.A., University of Michigan; Ph.D., S.U.N.Y., Stony Brook

Jill E. Gelormino, Associate Professor of Child Study
B.S., M.S., Long Island University; Ph.D., S.U.N.Y., Buffalo

S. Nancy Gilchriest, SSND, Associate Professor of Education
B.S., St. Joseph’s College; M.A., Teachers College, Columbia University; P.D., Ed. D., St. John’s University

Paul Ginnetty, Professor of Psychology
B.A., Boston College; M.Div., M.A., St. John’s University; Ph.D., City University of New York

Nicole Gitau, Assistant Professor, Library
B.A., Vassar College; M.S.L.I.S., Pratt Institute

Dewey Golkin, Assistant Professor of Business
B.S., University of Pennsylvania, Wharton School of Business; M.S., University of Pennsylvania; J.D., Brooklyn Law School; LL.M., Temple University Law School, C.P.A.

Katherine Granelli, Associate Professor of Child Study
B.A., St. Joseph’s College; M.S., Long Island University, C.W. Post Campus; Ed.D., Hofstra University

Thomas Grochowski, Associate Professor of English
B.A., University of Pittsburgh; M.F.A., Brooklyn College, C.U.N.Y.; M.A., Ph.D., New York University

Rosemarie Hamlin, Assistant Professor of Speech
B.A., St. Joseph’s College; M.S., Teachers College, Columbia University; CCC-SLP

Theodore Hamm, Associate Professor of History and English - Journalism and New Media
Studies
B.A., Rutgers University; Ph.D., University of California-Davis

Michael J. Hanophy, Professor of Biology
B.S., Fairfield University; M.S., M.Phil., Ph.D., St. John’s University

Jan Harting-McChesney, Associate Professor of Child Study
B.A., S.U.N.Y., Pottsdam; M.S., S.U.N.Y., Oneonta; M.S.Ed., Adelphi University; Ed.D, Hofstra
University

Paul Hawryluk, Professor of Psychology
B.A., Hofstra University; M.A., Fairleigh Dickinson University; M.A., Ph.D., Adelphi University

Carol J. Hayes, Professor of Biology
B.A., St. Joseph’s College; M.S., Adelphi University; Ph.D., New York University

Antoinette Hertel, Professor of Modern Languages
B.A., University of Wisconsin, Madison; M.Phil., Ph.D., New York University

Mark Hessler, Professor of History
B.A., Southampton College; M.A., Ph.D., S.U.N.Y., Stony Brook

Victoria Hong, Assistant Professor of Mathematics/Computer Science
B.S., Polytechnic University; M.B.A., Rutgers University

Wendy P. Hope, Associate Professor of Child Study
B.A., University of the West Indies (Barbados); M.A., Ph.D., New York University

Andrew Jacobs, Associate Professor of Religious Studies
B.A., Trevecca Nazarene University; M.A.R., Yale Divinity School; M. Phil., Ph.D., Fordham
University

Eileen White Jahn, Professor of Business
B.A., S.U.N.Y., Binghamton; M.B.A., New York University; Ph.D., Graduate Center of the City
University of New York/Baruch

Florence L. Jerdan, Professor of Nursing, Director, Nursing Programs
R.N., B.A., Southampton College of Long Island University; B.S.N., S.U.N.Y., Stony Brook; M.A.,
New York University; Ph.D., Adelphi University

Jeonghee Kang, Associate Professor of Chemistry
B.S., Pusan National University, South Korea; Ph.D., University of Missouri at Kansas City

*S. Helen Kearney, Assistant Professor of Child Study
B.A., St. Joseph’s College; M.A., Ph.D., New York University

Lauren Kehoe, Assistant Professor, Library
B.A., New York University; M.S.L.I.S., Pratt Institute

Agatha Kelly, Assistant Professor of Child Study
B.A., Brooklyn College; M.S., College of Staten Island; Ed.D., St. John’s University

S. Eileen Kelly, Assistant Professor of Child Study

B.S., Brentwood College; M.S., College of New Rochelle

Robert Krug, Associate Professor of Business

B.S., Brooklyn College, CUNY; M. B. A., Pace University; E.D.M., Case Western Reserve University

Dimitriy Kupis, Assistant Professor of Mathematics and Computer Science

M.S., Kharkiv State Polytechnic University, Ukraine

Anastacia Kurylo, Assistant Professor of Communications Studies

B.A., SUNY Stony Brook, M.A., New York University, Ph.D., Rutgers University

Bogumila Lai, Associate Professor of Mathematics

B.S., M.S., Long Island University; Ph.D., Stevens Institute of Technology

Gail Lamberta, Professor of Recreation; Coordinator for Experiential Learning

B.S., St. Joseph’s College; M.A., Adelphi University; Ph.D., Walden University

Mirella Landriscina, Associate Professor of Sociology

B.A., New York University; M.A., Ph.D., University of Pennsylvania

Robert Lasner, Assistant Professor, Library

B.A., M.A., M.L.S., Queens College, C.U.N.Y.

Kirk Lawrence, Instructor of Sociology

B.A., Michigan State University; M.A., DePaul University, Ph.D. Cand., University of California

Dawn Lee, Associate Professor of Art

B.F.A., Colorado State University; M.F.A., Long Island University, C.W. Post Campus

Quincy Lehr, Associate Professor of History

B.A., University of Texas, Austin; M.A., M.Phil., Ph.D., Columbia University

Peter Lin, Associate Professor of Psychology

B.A., Queens College, C.U.N.Y; M.S., Columbia University; Ph.D., Yeshiva University

S. Mary Febronia Loewenstein, Assistant Professor of Mathematics/Child Study

B.S., M.A., St. John’s University; P.D., Brooklyn College, C.U.N.Y.

Lorraine Lubicich, C.T.R.S., Assistant Professor of Recreation

B.A., SUNY Binghamton; M.A., University of Northern Colorado

Michael Magee, Assistant Professor of Psychology

B.A., School of Speech and Drama, UK, M.A. Brooklyn College, M.Phil. and Ph.D., CUNY Graduate Center

Maria Dolores Mangubat, APRN, BC, CCRN, Associate Professor of Nursing

B.S., M.A., Nursing University of Santo Thomas, Manila, Philippines, Ed.D., Teachers College, Columbia University

S. Patricia Manning, Assistant Professor of Art

B.S., Brentwood College; M.A., Brooklyn College

Robert Marose, Associate Professor of Business

B.S., University of Notre Dame; M.S., Stevens Institute of Technology; M.S., Adelphi University; Ph.D. Polytechnic University of New York

Peter J. Mascuch, Associate Professor of English
B.F.A, New York University; M.Phil., Ph.D., Graduate Center, CUNY

Peter Maust, Instructor of History
A.B., Middlebury College; M.A., Ph.D. Cand., Cornell University

William McAllister, Assistant Professor of Mathematics/Computer Science
B.S., New York University; M.S., Polytechnic Institute of Brooklyn; M.S., S.U.N.Y., Stony Brook

Lynn McGoe, Assistant Professor of Psychology
B.A., Washington & Jefferson College; M.A., Ph.D., SUNY Stony Brook

S. Loretta McGrann, Professor of English
B.A. Seton Hill College; M.A., Brooklyn College; Ph.D., S.U.N.Y., Stony Brook

Karen Megay-Nespoli, Associate Professor of Child Study
Director, M.A. in Literacy and Cognition, SJC Long Island
B.A., M.S., Queens College, C.U.N.Y.; P.D., St. John’s University; Ed.D., Columbia University

Mayumi Miyaoka, Assistant Professor, Library
B.A., Temple University; M.L.I.S., San Jose State University

Cheyne Miller, Instructor of Mathematics and Computer Science
B.S. Iona College, A.B.D., CUNY Graduate Center

Maria Montoya, Professor of Spanish
Diploma, Universidad de Santiago de Compostela, Spain; B.A., M.A., Hunter College, C.U.N.Y.;
Ph.D., Graduate Center of the City University of New York

Joseph Moreno, Assistant Professor of Education
B.A., M.S., Ph.D., St. John’s University; M.D., University of Mexico

Kone Moriamou, Associate Professor of Chemistry
B.S., University of Abidjan, Ivory Coast; M.S., Wayne State University; Ph.D., Polytechnic
University

Barbara Morrell, Professor of Criminal Justice
B.A., Regis College; M.A., S.U.N.Y., Albany; Ph.D., Rutgers University

Margaret Moss, Assistant Professor of Education
B.A., St. Joseph’s College; M.S., Queens College; P.D., Fordham University

Susan Nakley, Associate Professor of English
B.A., University of Michigan, Ann Arbor; M.A., Ph.D., Rutgers University

Valerie Nappi-Giordano, Assistant Professor of Biology
B.S., Molloy College; M.S., Ph.D., Albany Medical College

Robert J. Nobile, Assistant Professor of Business/Organizational Management
B.A., Adelphi University; M.S., Long Island University; J.D., St. John’s University School of Law

Ralph Nofi, Assistant Professor of Business
B.B.A., University of Notre Dame; M.B.A., New York University

Harold Nolan, Jr., Professor of Hospitality and Tourism Management
B.A., John F. Kennedy College - Nebraska, M.A., Montclair State University, M.B.A., Monmouth

University, Ph.D., University of Utah

Elenice Oliveira, Assistant Professor of Criminal Justice

B.A., M.A., Federal University of Minas Gerais, Brazil; Ph.D., Rutgers University

Gretchen Owens, Professor of Child Study

B.A., Catholic University of America; M.S., Hofstra University; Ph.D. S.U.N.Y., Stony Brook

Joseph Pascarella, Associate Professor of Criminal Justice

B.A., Rowan University; M.A., John Jay College of Criminal Justice; M.Phil., Ph.D., City University of New York, Graduate Center

Lisa Patterson, Assistant Professor, Library

B.A., St. Joseph’s College; M.S.L.I.S., Adv. Cert., Long Island University, C.W. Post Campus

Catherine Pearsall, Professor of Nursing

B.S., St. Joseph’s College; M.S.N., S.U.N.Y., Stony Brook; Ph.D., FNP, Duquesne University

Roy R. Pellicano, Associate Professor of Education

B.A., Long Island University, SJC Brooklyn; M.S., Brooklyn College, C.U.N.Y.; Ed.D., Columbia University

Charles Pendola, Assistant Professor of Business, Director of Graduate Management Studies

B.B.A., St. John’s University; M.P.A., John Jay College of Criminal Justice, C.U.N.Y.; M.P.S., Long Island University, C.W. Post Campus; J.D., Touro Law Center; C.P.A.

Lauren Grace Pete, Associate Professor of Health Administration

B.A., M.A., City College, C.U.N.Y.; J.D., Benjamin Cardozo School of Law, Yeshiva University; M.Phil., Ph.D., City University Graduate Center, C.U.N.Y.

Thomas I. Petriano, Professor of Religious Studies

B.A., Cathedral College; M.Div., Seminary of the Immaculate Conception; Ph.D., Fordham University

Diane Pfadenhauer, Assistant Professor of Business

B.A., State University of New York; J.D., St. John’s University School of Law; M.S., New York Institute of Technology

Judith R. Phagan, Associate Professor of English

B.A., M.A., Long Island University; D.A., St. John’s University

William Phillips, Assistant Professor of Journalism and New Media Studies

B.A., University of California, Berkeley, M.A., Ph.D., New York University

Donna Pirich, Associate Professor of Mathematics

B.S., Long Island University; M.S., SUNY, Stony Brook; Ph.D., Adelphi University

Amy Poland, Associate Professor of Criminal Justice

B.A., Morningside College; M.P.A., University of South Dakota; Ph.D., University of Nebraska - Omaha

Elizabeth Pollicino Murphy, Assistant Professor and Executive Director of Libraries

B.A., M.L.S., Ed.D., St. Johns’ University

Patricia Posthauer, Assistant Professor of Speech

B.A., M.S., Dowling College; M.A., Hofstra University

Andrew Quinn, Professor of Psychology

B.A., M.S., St. John's University; Ph.D., Fordham University

Jennifer Quirk-Senyk, Assistant Professor, Library

B.A., S.U.N.Y., Geneseo; M.L.S., Queens College, C.U.N.Y.

Darshanand Ramdass, Assistant Professor of Psychology

B.A., C.U.N.Y., Queens College; M.A., Ph.D., CUNY Graduate School and University Center

Julie Raplee, Assistant Professor of Speech

B.S., M.S., SUNY at Fredonia; LSP/CCC (ASHA Certification)

Jill Rehmann, Vice President for Academic Affairs and Associate Professor of Chemistry

B.A., Reed College; M.S., M.Phil., Ph.D., Columbia University

Elana Reiser, Associate Professor of Mathematics

B.A., M.A., SUNY, Binghamton; Ed.D., Teachers College Columbia University

Marc Ricciardi, Associate Professor of English

B.A., Fordham University; M.A., Ph.D., New York University

Shawn Robertson, Associate Professor of Child Study

B.A., SUNY, Cortland; M.S., Queens College; M.A., Massachusetts College of Liberal Arts;
Ed.D., St. John's University

Stephen Rockwell, Professor of Political Science

B.A., Fordham University; M.A., Ph.D., Brandeis University

Joseph Ross, Assistant Professor of Speech

B.A., Rider College; M.A., Emerson College; Ph.D., University of Maryland, College Park

S. Grace Edna Rowland, Associate Professor of Speech Communication

B.S., Brentwood College; M.A., Adelphi University; Ph.D., Union Institute and University

Moira E. Royston, Professor of Biology

B.S., St. Joseph's College; M.A., Queens College, C.U.N.Y.; Ph.D., St. John's University

Karen Russo, Associate Professor of Child Study

B.A., M.S., Ed.D., St. John's University

S. Joan Ryan, Assistant Professor, Library

B.S., St. John's University; M.A., Catholic University of America; M.A., Seminary of the
Immaculate Conception; M.S.L.S., C.W.Post Center of Long Island University

John Sardelis, Professor of Health Administration

B.A., Hunter College, CUNY; M.S., New York University; Dr.P.H., Columbia University

Jessica A. Scher Lisa, Assiatnt Professor of Child Study

B.S., Stony Brook University; M.A., City College of New York, University of Hartford;
Psy.D.,University of Hartford

Warren T. Schultz, Assistant Professor of Child Study

B.A., Queens College, CUNY; M.S., St. John's University; P.D., Queens College, CUNY

Rachel Schwartz, Assistant Professor of Sociology

B.A., University of Texas; M.A., New School for Social Research; M.S., Ph.D., Cornell University

Ryan P. Schwarz, Assistant Professor of Mathematics
A.B., College of the Holy Cross; M.S., Ph.D., University of Connecticut

Robert Seperson, Assistant Professor of Business
B.A., Long Island University, Southampton Campus; M.B.A., Dowling College

David Seppala-Holtzman, Professor of Mathematics
B.S., S.U.N.Y., Stony Brook; M.Sc., D.Phil., Oxford University

Diane Sherlip, Associate Professor of Psychology
A.A.S., Kingsborough Community College, CUNY; B.A., SUNY, Stony Brook; M.A., Ph.D., Adelphi University

Victoria Siegmund, Associate Professor of Child Study
B.A., M.S., Queens College, CUNY; M.S., Ed.D., St. John’s University

Joan Silver, Associate Professor of Child Study; Director, M.A. in Childhood/Adolescence Special Education
B.S., Ohio University; M.S., C.W. Post Center of Long Island University; P.D., Ed.D., St. John’s University

Vasil Skenderi, Associate Professor of Mathematics
Diploma in Mathematics; Candidate of Sciences (Ph.D.), University of Tirana, Albania

John J. Skinnon, Assistant Professor of Accounting
B.B.A., Dowling College; M.S.T., Long Island University, Brentwood Campus; C.P.A.

Christopher Smith, Assistant Professor of Business
B.S., B.A., New York University; M.B.A., St. John’s University; C.P.A.

Andrea Stadler, Assistant Professor of Chemistry
B.S., University of Virginia; Ph.D., Carnegie Mellon University

Lynne Stucchio, Assistant Professor of Child Study
B.A., St. Joseph’s College; M.S., P.D., Long Island University, C.W. Post Campus; Ed.D., Hofstra University

Cynthia Suozzii, Assistant Professor of Child Study
B.S., Mercy College; M.S., Ed.D., Dowling College

Lisa Tafuro, Assistant Professor of Speech
B.A., Rutgers University; M.S., Arizona State University; Ph.D., New York University

Teresa Tannazzo, Associate Professor of Psychology
B.A., SUNY at Buffalo; M.Phil., Ph.D., Graduate School and University Center, CUNY

Jackson Taylor, Professor of the MFA Program
B.A., Columbia University; M.F.A., Sarah Lawrence College

Terry N. Tchaconas, Associate Professor of Child Study
B.A., M.A., M.A., City College, C.U.N.Y.; M.S., Pace University; M.S., Ed.D., Columbia University

Lori Thanos, Instructor of Business
B.A. CUNY, M.B.A., Fordham University, D.B.A., (in progress) Northcentral University

Richard Torz, Associate Professor of Economics
B.A., M.A., Queens College, C.U.N.Y.; Ph.D., Graduate Center of the City University of New York

Barbara Traola, Assistant Professor of Child Study
B.A., St. Joseph’s College; M.S., Long Island University

Thomas G. Travis, Professor of Adult Education
B.S., S.U.N.Y., Oneonta; M.A., Ph.D., Bowling Green State University, Ohio

Dominique Treboux, Professor of Psychology
B.A., Fordham University; M.A., Columbia University; Ph.D., Fordham University

William Trevino, Associate Professor of Communication Studies
B.A., Claremont McKenna College; M.F.A., University of California, Irvine; M.A., Columbia University

Wendy Turgeon, Professor of Philosophy
B.A., Southern Illinois University, Edwardsville; M.A., Ph.D., St. Louis University

Benedick Turner, Associate Professor of English
B.A., Boston University; M.A., Ph.D., New York University

Susan Van Scoy, Assistant Professor of Art
B.A., Tulane University, M.A., Ph.D., SUNY Stony Brook

Edward Vinski, Assistant Professor of Education
B.A., Providence College; M.S., St. John’s University; Ph.D., Graduate Center of the City University of New York

Fernando Velasquez, Associate Professor of Spanish
B.A., Pontificia Universidad Católica del Perú, Lima; Ph.D., University of Michigan at Ann Arbor

Alan Vitters, Assistant Professor of Business
B.S., United States Military Academy; M.S., Ph.D., University of Utah

William Vojir, Associate Professor of Mathematics
B.A., Long Island University, C.W. Post Campus; M.S., Ph.D., Adelphi University

Renee White-Clark, Professor of Child Study
B.S., New York University; M.S., Brooklyn College, C.U.N.Y.; Ed.D., University of Virginia

Sylvia K. Wood, DNP, ANP-BC, Assistant Professor of Nursing
B.S., Roberts Wesleyan College, M.S., D.N.P., SUNY Stony Brook

Elizabeth Zollinger, Assistant Professor of Mathematics
B.A., New York University, M.A., Ph.D., Boston University

* On Leave

Part-Time Graduate Studies Faculty

Nicholas J. Agro, Esq., Lecturer, Education
B.S., Polytechnic University, Brooklyn; J.D., Touro College Jacob D. Fuschsburg Law Center, Huntington

Antonella Bove, Lecturer, Child Study
B.A., M.S., Brooklyn College; Ph.D., (ABD) Capella University

John R. Calcagni, Lecturer, Business
B.A., St. Joseph’s College; M.A., City University of New York; J.D., St. John’s University School of Law

Valerie Cartright, Lecturer,
B.S., West Virginia University; J.D., Touro College, Jacob D. Fuchsberg Law Center

Jo Anne Collins, Lecturer, Child Study
B.A., M.S.W., Ph.D., Stony Brook University

Alvin Davis, Lecturer, Business
B.S. New York Institute of Technology; M.B.A., Pace University

Edward Gillespie, Lecturer, Business
B.C.E., Manhattan College; M.B.A., New York Institute of Technology, P.E., P.M.P.

Vincent Grande, Lecturer, Child Study
B.A., The Pennsylvania State University; M.A., Stony Brook University; Ph.D., Stony Brook University

Jerome Grossman, Lecturer, Business
B.S., S.U.N.Y. Buffalo; M.B.A., Baruch College, C.U.N.Y.

Sandra A. Gumerove, Esq., Lecturer, Special Education Law
B.A., School of Government and Public Administration at American University; J.D., Hofstra University Law School

Crystal Harris, Lecturer, Community Health and Human Services
B.S., Brooklyn College; M.P.A., New York University

Heidi Hayden, Lecturer, Business
B.S., M.S., St. Joseph’s College, SPH

Robert D. Keller, Lecturer, Business
B.S., New York Institute of Technology; M.S., M.B.A., St. Joseph’s College

William Cotesworth Keller, Associate Professor of Business
B.A., Colgate University; M.S., Naval Postgraduate School; Ph.D., Walden University

Linda Lombardi, Lecturer, Health Administration
B.A., Herbert H. Lehman College; M.A., Columbia University; M.A., New School for Social Research; M. Phil. Ph.D., Graduate Center of the City University of New York

Christopher Long, Lecturer, Child Study
B.A., Adelphi University; M.S., Nova Southeastern University; Ed.D., Nova Southeastern University

Marie Losquadro, Preceptor, Business
B.A., Queens College, C.U.N.Y.; M.S., New York Institute of Technology

Thomas Lucero, Lecturer, Business
B.S., State University of New York College at Buffalo; M.S., Hofstra University

Verina Mathis-Crawford, Lecturer, Business
B.S., Florida A&M University; M.B.A., Pace University

Anthony Mattia, Lecturer, Business
B.A., Georgetown University; M.B.A., New York University

Benedict J. Monachino, Lecturer, Business
B.S. Polytechnic University; J.D. Brooklyn Law School

Geraldine Neber, Lecturer, Health Administration
B.A., St. John’s University; M.A., M.S., S.U.N.Y., Stony Brook, P.M.P.

Kevin Nelson, Lecturer, Business
B.A. John Jay College of Criminal Justice; M.S. Polytechnic University, M.B.A., Adelphi University.

Neil Persaud, Lecturer, Business
B.A., M.B.A., St. Joseph’s College

Grace Propper, Lecturer, Child Study
A.S., S.U.N.Y.; Farmingdale; B.S.N., M.S., S.U.N.Y, Stony Brook

Margaret Regensburg, Lecturer, Community Health and Human Services
B.A., M.S.W, S.U.N.Y., Empire State College at Old Westbury; Ph.D., Stony Brook University

Unsel Robinson, Lecturer, Child Study
B.A. Union College; M.A., M.S., Queens College; Ed.D., St. John’s University

Wayne J. Schaefer, Esq., Lecturer, Child Study
B.A., State University of New York at Stony Brook; Juris Doctor Degree, University of Miami

William Schimoler, Lecturer, Business
B.S., Pratt Institute; M.S., Long Island University

Jongtae Shin, Lecturer, Business
B.A., M.S., Seoul National University; M.S., Stanford University; Ph.D., Columbia University

Linda Wenze, Lecturer, Business
B.A., Hofstra University; M.B.A., M.A., M.S., Long Island University; Ph.D. Hofstra University

Gail Whelan, Lecturer, Business
B.B.A. Baruch College, CUNY; M.S., New York Institute of Technology

Jay Zuckerman, Senior Lecturer, Health Administration
B.A., M.P.A., State University of New York at Albany; M.S., State University of New York at Stony Brook